# Pennsylvania Department of Education

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

# Professional Education Report
## Wednesday, July 01, 2009
## (Last Last ApprovedWednesday, July 01, 2009)

**Entity:** Lower Merion SD
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Ardmore, PA 19003-3399
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# Professional Education Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|---|---|---|---|
| Acconciamessa, Nancy | Lower Merion School District Administration - Supervisor of Mathematics | Administrator | Lorraine DeRosa, Supervisor Mathematics |
| Avellino, Aimee | Cynwyd Elementary School teacher and Staff Development Council member | Elementary School Teacher | Members of the LMSD Staff Development Council |
| Barbato, Steven | Lower Merion School District Administration - Director of Curriculum, Instruction and Assessment | Administrator | Christopher McGinley, Superintendent |
| Carlson, Elena | Gladwyne Elementary School teacher and Staff Development Council member | Elementary School Teacher | Members of LMSD Staff Development Council |
| Conrad, Camille | Lower Merion School District Administration - Coordinator of Differentiated Instruction Teacher on Special Assignment | Other | Assistant Superintendent, Michael Kelly |
| DeRosa, Lorraine | Lower Merion School District Administration - Supervisor of Literacy | Administrator | Steven Barbato, Director of Curriculum, Instruction & Assessments |
| Dolton, William | Lower Merion School District - Educational Technology Facilitator | Ed Specialist - Instructional Technology | Carol Cafiero, Technology |
| Doucette-Ashman, Linda | Lower Merion School District | Parent | Lower Merion School District Board of Directors |
| Doyle, Peggy | Belmont Hills Elementary School teacher and Staff Development Council member | Elementary School Teacher | Members of the LMSD Staff Development Council |
| Ferguson, Nancy | Welsh Valley Middle School teacher and Staff Development Council member | Middle School Teacher | Members of the LMSD Staff Development Council |
| Frank, Ellen | Penn Valley Elementary Math Specialist and Staff Development Council member | Parent | Members of the LMSD Staff Development Council |
| Greeley, Rita | Lower Merion School District Administration - Supervisor of Secondary Special Education | Administrator | Barbara Shapiro, Director of Student Services |
| Heffron, Anne | Principal, Merion Elementary School and Staff Development Council member | Administrator | Michael Kelly, Assistant Superintendent |
| Henry, Jessica | Harriton High School teacher and Staff Development Council member | Secondary School Teacher | Members of LMSD Staff Development Council |
| Hoover, Fran | Community Member | Community | Lower Merion School |

| | | Representative | District Board of Directors |
|---|---|---|---|
| Johnson, Beth | Lower Merion School District - Parent and HSA Representative | Parent | Lower Merion School District Board of Directors |
| Kaczmar, Peter | Lower Merion High School teacher and Instruction & Curriculum Council member | Secondary School Teacher | Members of LMSD Instruction & Curriculum Council |
| Kahn, Danielle | Community Leader | Business Representative | Lower Merion School District Board of Directors |
| Kelly, Michael | Lower Merion School District Administration - Assistant Superintendent | Administrator | Christopher McGinley, Superintendent |
| Maguire, Jack | Lower Merion School District Administration - Supervisor of Humanities | Administrator | Lorraine DeRosa, Supervisor of Literacy |
| Marseille, Wagner | Assistant Principal, Lower Merion High School and Staff Development Council member | Administrator | Sean Hughes, Principal, Lower Merion High School |
| Miller, Debbie | Merion Elementary School teacher and Staff Development Council member | Elementary School Teacher | Members of LMSD Staff Development Council |
| Pratt, Leslie | Lower Merion High School teacher, Instruction & Curriculum Council and Staff Development Council member | Secondary School Teacher | Members of the LMSD Instruction & Curriculum Council |
| Quinlan, Theresa | Lower Merion School District - Coordinator of Health Services | Ed Specialist - School Nurse | Michael Kelly, Assistant Superintendent |
| Shapiro, Barbara | Lower Merion School District Administration - Director of Student Services | Administrator | Michael Kelly, Assistant Superintendent |
| Spence, Deitra | Welsh Valley Middle School - Principal and Staff Development Council member | Administrator | Michael Kelly, Assistant Superintendent |
| Walvoord, Lady | Bala Cynwyd Middle School teacher and Staff Development Council member | Middle School Teacher | Members of Staff Development Council |
| Wells, Richard | Lower Merion School District - President Education Foundation | Community Representative | Lower Merion School District Board of Directors |
| Young, Diane | Local Business Representative | Business Representative | Lower Merion School District Board of Directors |
| Yozviak, Sandy | Penn Wynne Elementary School teacher and Staff Development Council member | Elementary School Teacher | Members of LMSD Staff Development Council |

## Needs Assessment

# Reflections

- ## PSSA - Mathematics by Grade Level - All Students

  ### Strength Concern Last Modified: 6/16/2009
  Our number of students attaining proficiency increased in Math for Grades 3 - 5 and Grades 6 - 8.  There was also a slight increase in Math in Grades 9 - 12.  Further analysis indicates that our black and economically disadvantaged population showed a decrease in Grades 3 - 5 for Math.  Additionally, data shows that gaps exist between our white student population and other subgroups. Therefore, our goals, strategies and activities address this concern. (Also see custom data set entitled Performance Tracker)

- ## PSSA - Mathematics by Grade Level - Racial/Ethnic Groups

  ### Strength Concern Last Modified: 6/16/2009
  Our number of students attaining proficiency increased in Math for Grades 3 - 5 and Grades 6 - 8.  There was also a slight increase in Math in Grades 9 - 12.  Further analysis indicates that our black and economically disadvantaged population showed a decrease in Grades 3 - 5 for Math.  Additionally, data shows that gaps exist between our white student population and other subgroups. Therefore, our goals, strategies and activities address this concern. (Also see custom data set entitled Performance Tracker)

- ## AYP - Data Table

  ### Strength Concern Last Modified: 6/16/2009
  Our number of students attaining proficiency increased in both Reading and Math for Grades 3 - 5 and Grades 6 - 8.  However, there was a slight drop off for Grades 9 - 12 in Reading with and a slight increase in Math.  Further analysis indicates that our black and economically disadvantaged population showed a decrease in Grades 3 - 5 for Reading and Math.  Additionally, data shows that gaps exist between our white student population and other subgroups. Therefore, our goals, strategies and activities address this concern. (Also see custom data set entitled Performance Tracker)

**The Lower Merion School District views professional development as the cornerstone for implementation of research-based instructional strategies, enhancement of teaching and pedagogy and influential for student achievement.  Using the Standards for Staff Development (Revised, 2001) established by the National Staff Development Council as the guidelines, professional development context standards consider learning communities, leadership and resources as key components.  Process standards focus on student achievement and are data-driven, with multiple sources of evaluation, research-based decision making, and taking into consideration the design of learning strategies, background knowledge on the learning process and collaboration as key elements.  Content standards focus on equity, quality teaching as well as family involvement.  With these values at the core, the professional development plan aligns and incorporates the mission and vision of the district and correlates with strategic plan goals as outlined.**

**Educational priorities, relating to district established professional development goals and initiatives will be established as building-based and district-wide goals, with the focus on student achievement and engagement to enhance learning opportunities for all students in the Lower Merion School District.**

**Needs assessment of each individual activity, along with a yearly needs assessment of staff to use for planning, help to determine professional development activities district-wide.  Participants'**

in outside activities provide feedback and evaluation as well as incorporation of learned strategies as profession practice. Using district common and local benchmarks assessments, content area assessments, and a variety of tools listed below serve to identify specific needs, guide directions of activities and focus on improving the knowledge, skills and understanding of all stakeholders involved. The Staff Development Council will continue to meet monthly to review, revise and evaluate opportunities for professional development in correlation with student achievement goals district-wide.

These procedures include the following:

CARE initiatives

FLES initiative

Individual teacher and or Group staff development opportunities

Surveys of professional staff to identify educational priorities, and technology competency needs

Analyzing data from a variety of sources through Performance Tracker (PSSA, ERB, DRP, Dibels)

Ongoing evaluating of the performance of individual staff to identify needs and where appropriate, to recommend professional development through the use of PDE's adoption of Danielson's Framework for Teaching

Analyzing the data for district surveys (homework, grading, technology)

Analyzing the data from Safe and Drug Free School Surveys

Providing opportunities for student and parent focus groups from which information to plan staff development is identified

Facilitating community forums on school safety and violence

Developing professional staff action plans annually as part of the supervision/evaluation process monitored by building administrators

Using data from the Link-to-Learn Survey

Using school profile information

Using additional needs assessment data gathered as part of grant initiatives

Implementing staff development programs resulting from an At-Risk/Low Achievement Committee findings

Developing staff development options in response to a Fall 1999 Special Education Compliance Monitoring

Yearly student feedback

Appreciative interviews

Building initiatives

PSSA Site-Based Initiatives

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

A five-year curriculum cycle aligning curriculum, instruction, and assessment with state, national, and international standards

Continue differentiated instruction staff development to meet the individual needs of our diverse student population.

Relating IEP goals and objectives to the general curriculum

Increasing the capacity of administrators in organizational and instructional leadership through administrator staff development.

Expansion and further development of child study teams and student assistance teams

An increase in technology staff development options and the integration of the same with curriculum development

Increased school/parent collaboration to offer teacher and parent professional development programs.

**Increase in multicultural staff development opportunities developed in cooperation with the Committee to Address Race in Education (CARE) group comprised of community members, parents, administrators, and teachers**
**Individualized staff development option/group staff development option**

## Professional Education Action Plan

# *Goal:* Goal A: Curriculum

**Description:** Develop and implement an integrated, coherent, culturally proficient and rigorous curriculum with relevant instruction and assessment framework.

## *Strategy:* Communicate and Monitor Curriculum

**Description:** Establish a mechanism to communicate the curriculum and monitor its implementation in order to ensure that it is easily understood and effective.

## *Activity:* Provide training for efficient and effective data analysis

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• 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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content,</li></ul> |

- lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** Not Started — Upcoming

# *Strategy:* Critical Thinking, Problem Solving, and Prediction Skills

**Description:** The development and revision process will emphasize critical thinking, problem solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

## *Activity:* Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• School counselors | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades |

- Other educational
  specialists

2-5)
- High school (grades
  9-12)

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussions</li><li>Journaling and reflecting</li></ul> | <ul><li>Participant survey</li><li>work with mentors</li></ul> |

**Status:** Not Started — Upcoming

## *Activity:* Introduce and reinforce LMSD Standards for teaching framework

**Description:** Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best | Designed to Accomplish |
|---|---|---|

**Practices**

| | | |
|---|---|---|
| Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson. | The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff. | *For classroom teachers, school counselors and education specialists:* <br><br> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <br> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <br> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <br><br> *For school and district administrators, and other educators seeking leadership roles:* <br><br> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. <br> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. <br> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. <br> • Instructs the leader in <u>managing resources</u> for |

effective results.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• School counselors<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Peer-to-peer lesson discussions<br>• Journaling and reflecting<br>• Work with mentors | • Participant survey |

**Status:** Not Started — Upcoming

## *Strategy:* **Curriculum Alignment**

**Description:** Align curriculum (K-12) throughout the district.

## *Activity:* **Align Curriculum through Concept Mapping Process in all content areas**

**Description:** Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 1/9/2009<br>Finish: Ongoing | - |

**Status:** Not Started — Overdue

## *Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 7/1/2009 Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 2 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Effective lesson planning that incorporates strategies for questioning to achieve deeper learning. | This model is based on the research of Mike Schmoker and Kelly Gallagher. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on |

learning.

**Educator Groups Which Will Participate in this Activity**

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Not Started — Overdue

## *Strategy:* Teacher Collaboration - Meeting Curriculum Development in all content areas

**Description:** Increase teacher collaboration time for such things as common planning, data analysis, joint learning opportunities, common scoring, transitional meetings, and inclusion of students with diverse learning needs resulting in more informed instruction in the classroom.

## *Activity:* Develop professional development models to ensure on-going technology proficiency and effective use of technology in the classroom

**Description:** Develop new models of professional development to demonstrate and promote technology implementation and to ensure that professional staff remain up to date with current technology and 21st century skills using principles and standards of staff development (e.g., NSDC Standards) and including but not limited to in-service days, release time, conference attendance, online learning opportunities, and small-group, self-directed learning communities.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2010 | $2,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 6.00 | 4 | 40 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Best practices for professional development | Use of National Staff Development Council standards and 21st Century Skills (from Partnership for 21st Century Skills). | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.<br>• Instructs the leader in <u>managing resources</u> for effective results. |

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• Superintendent / asst. superintendents<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Analysis of student work, with administrator and/or peers<br>• Creating lessons to meet varied student learning styles<br>• Peer-to-peer lesson discussions<br>• Lesson modeling with mentoring<br>• Journaling and reflecting | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>• Classroom student assessment data<br>• Participant survey<br>• Review of participant lesson plans<br>• Review of written reports summarizing instructional activity<br>• Portfolio |

**Status:** Not Started — Upcoming

*Activity:* **Integrate and coordinate the use of digital technologies throughout all district staff development**

**Description:** Integrate, embed, and coordinate the appropriate use of digital technologies in all staff development activities throughout the district to reinforce professional and staff technology proficiency and integration of digital technologies throughout the curriculum.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions | Estimated Number of |
|---|---|---|

|  | Per School Year | Participants Per Year |
|---|---|---|
| 6.00 | 1 | 8 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning | Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:* <br><br> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <br> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <br> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <br><br> *For school and district administrators, and other educators seeking leadership roles:* <br><br> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. <br> • Provides leaders with the ability to <u>access and use appropriate data</u> to |

inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• Superintendent / asst. superintendents<br>• School counselors<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) | • Pre-Kindergarten Early Learning Standards<br>• Reading, Writing, Speaking & Listening<br>• Science and Technology<br>• Arts & Humanities<br>• Civics and Government<br>• Environment and Ecology<br>• Health, Safety and Physical Education<br>• World Languages<br>• Kindergarten Early Learning Standards<br>• Mathematics<br>• History<br>• Career Education and Work<br>• Family and Consumer Sciences<br>• Geography |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Analysis of student work, with administrator and/or peers<br>• Creating lessons to meet varied student learning styles<br>• Peer-to-peer lesson discussions<br>• Lesson modeling with mentoring | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>• Student PSSA data<br>• Standardized student assessment data other than the PSSA<br>• Classroom student assessment data<br>• Participant survey<br>• Review of participant lesson plans<br>• Review of written reports summarizing instructional activity<br>• Portfolio |

- Journaling and reflecting

**Status:** Not Started — Upcoming

## *Activity:* Provide training for efficient and effective data analysis

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership* |

*roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Analysis of student work, with administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussions</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the PSSA</li><li>Classroom student assessment data</li><li>Review of written reports summarizing instructional activity</li></ul> |

- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** Not Started — Upcoming

*Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 7/1/2009 Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 2 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Effective lesson planning that incorporates strategies for questioning to achieve deeper learning. | This model is based on the research of Mike Schmoker and Kelly Gallagher. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br><br>*For school and district administrators, and other educators seeking* |

*leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

## Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

## Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Not Started — Overdue

# *Goal:* Goal B: Student Achievement

**Description:** Sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

## *Strategy:* Identify / Decrease Percentage of Disengaged Learners

**Description:** Identify percentage of disengaged learners based on survey of HS/MS/ES professional staff, students, and parent(s)/guardian(s). The District will research appropriate tools to identify levels of student engagement/disengagement. The District will identify steps based on the data and research to reduce the population of disengaged students. The target number for decreasing disengaged learners will be determined after gathering baseline data on student engagement/disengagement each year.

## *Activity:* Provide training for efficient and effective data analysis

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom- |

based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| - Classroom teachers<br>- Principals / asst. principals<br>- Superintendent / asst. superintendents<br>- Other educational specialists | - Early childhood (preK-grade 3)<br>- Middle (grades 6-8)<br>- Elementary (grades 2-5)<br>- High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| - Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | - Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>- Student PSSA data<br>- Standardized student assessment data other than the |

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** Not Started — Upcoming

# *Strategy:* Identify measures of success in all content areas

**Description:** Identify other measures of academic success that surpass the expectations of the Pennsylvania Assessments (e.g., ERBs, CBAs, IBA, AP, PSAT, and SAT scores).

## *Activity:* Introduce and reinforce LMSD Standards for teaching framework

**Description:** Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 8/24/2009 Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best | Designed to Accomplish |
| --- | --- | --- |

**Practices**

| | | |
|---|---|---|
| Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson. | The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff. | *For classroom teachers, school counselors and education specialists:* |

*For classroom teachers, school counselors and education specialists:*

- 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.

*For school and district administrators, and other educators seeking leadership roles:*

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

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• School counselors<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Peer-to-peer lesson discussions<br>• Journaling and reflecting<br>• Work with mentors | • Participant survey |

**Status:** Not Started — Upcoming

## *Activity:* **Provide training for efficient and effective data analysis**

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly | Adheres to NSDC standards; will interface with Understanding by Design, | *For classroom teachers, school counselors and education specialists:* |

| inform instructional decision-making | Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | <ul><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li><li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li></ul>*For school and district administrators, and other educators seeking leadership roles:*<ul><li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li><li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li><li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li></ul> |

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|------|-------------|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades</li></ul> |

specialists                    9-12)

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Analysis of student work, with administrator and/or peers<br>• Creating lessons to meet varied student learning styles<br>• Peer-to-peer lesson discussions<br>• Lesson modeling with mentoring<br>• Journaling and reflecting | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>• Student PSSA data<br>• Standardized student assessment data other than the PSSA<br>• Classroom student assessment data<br>• Review of written reports summarizing instructional activity |

**Status:** Not Started — Upcoming

# *Strategy:* Improve Student Engagement

**Description:** To improve student engagement in school based learning as measured by: (1) Meet or exceed student attendance goal (90%) by measuring improvement and comparing data from common assessments (2) Age appropriate individual student survey of learning engagement using a Likert scale reflecting year over year increase (3) A 10% year over year decrease in discipline referrals.

## *Activity:* Conduct workshops / trainings on diversity and culturally proficient teaching strategies

**Description:** This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions | Estimated Number of |
|---|---|---|

| | Per School Year | Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups. | Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium. | *For classroom teachers, school counselors and education specialists:* <br><br> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. <br> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. <br> • Empowers educators to work effectively with parents and community partners. <br><br> *For school and district administrators, and other educators seeking leadership roles:* <br><br> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

| **Role** | **Grade Level** |
|---|---|
| • Classroom teachers <br> • Principals / asst. principals | • Early childhood (preK-grade 3) |

- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

| Follow-up Activities | Evaluation Methods |
| --- | --- |
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Peer-to-peer lesson discussions</li><li>Journaling and reflecting</li><li>working with mentors</li></ul> | <ul><li>Participant survey</li></ul> |

**Status:** Not Started — Upcoming

## *Activity:* Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | <ul><li>School Entity</li></ul> | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| New professional staff will gain an increased understanding of differences in student readiness, | These practices are based on current research on how the brain learns, and best | *For classroom teachers, school counselors and education specialists:* |

interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

- Participant survey
- work with mentors

**Status:** Not Started — Upcoming

## *Activity:* Introduce and reinforce LMSD Standards for teaching framework

**Description:** Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; | The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff. | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's |

the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson.

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.

*For school and district administrators, and other educators seeking leadership roles:*

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

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
| --- | --- |
| • Classroom teachers<br>• Principals / asst. principals | • Early childhood (preK-grade 3) |

- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

| Follow-up Activities | Evaluation Methods |
|---|---|
| - Peer-to-peer lesson discussions<br>- Journaling and reflecting<br>- Work with mentors | - Participant survey |

**Status:** Not Started — Upcoming

## *Activity:* **Provide training for efficient and effective data analysis**

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | - School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>- 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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• Superintendent / asst. superintendents<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** Not Started — Upcoming

# *Goal:* Goal C: Achievement Gap

**Description:** Significantly decrease and/or eliminate the achievement gap for all African American students, and for other groups of students where data show the gaps exist.

## *Strategy:* Identify / Address the needs of African-American Students

**Description:** Identifying and addressing the needs of African-American students to decrease and/or eliminate the achievement gap.

## *Activity:* Conduct workshops / trainings on diversity and culturally proficient teaching strategies

**Description:** This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions | Estimated Number of |
|---|---|---|

|  | Per School Year | Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups. | Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium. | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Empowers educators to work effectively with parents and community partners.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

| **Role** | **Grade Level** |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals | • Early childhood (preK-grade 3) |

- School counselors
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

| Follow-up Activities | Evaluation Methods |
| --- | --- |
| - Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>- Peer-to-peer lesson discussions<br>- Journaling and reflecting<br>- working with mentors | - Participant survey |

**Status:** Not Started — Upcoming

*Activity:* **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | - School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| New professional staff will gain an increased understanding of differences in student readiness, | These practices are based on current research on how the brain learns, and best | *For classroom teachers, school counselors and education specialists:* |

interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.

- 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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

- Participant survey
- work with mentors

**Status:** Not Started — Upcoming

# *Strategy:* Identify / Address the needs of students in identified groups

**Description:** Identifying and addressing the needs of students in identified groups to decrease and/or eliminate the achievement gap.

## *Activity:* Conduct workshops / trainings on diversity and culturally proficient teaching strategies

**Description:** This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009 Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Educators will gain knowledge of the guiding principles needed to build an | Content is based from the following sources: | *For classroom teachers, school counselors and* |

ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups.

"Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium.

*education specialists:*

- Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.
- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with <u>parents and community partners</u>.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Evaluation Methods**

- Participant survey

- Peer-to-peer lesson discussions
- Journaling and reflecting
- working with mentors

**Status:** Not Started — Upcoming

*Activity:* **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009 Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills |

needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

**Role**
- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

## Follow-up Activities
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

## Evaluation Methods
- Participant survey
- work with mentors

- Journaling and reflecting

**Status:** Not Started — Upcoming

## *Strategy:* **Identify ways to measure improvement of African-American student achievement at the elementary level**

**Description:** Provide necessary training for data collection of information on current performance of African-American students.
Identify students' current levels of performance and identify those students performing at or below the level of their peers.
Create action teams (by building) to address particular student needs and ways to enhance their understandings of content to increase achievement in those areas.

## *Activity:* **Provide training for efficient and effective data analysis**

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 1 | 130 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom- |

based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|------|-------------|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the</li></ul> |

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** Not Started — Upcoming

*Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 7/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 2 | 660 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Effective lesson planning that incorporates strategies for questioning to achieve deeper learning. | This model is based on the research of Mike Schmoker and Kelly Gallagher. | *For classroom teachers, school counselors and education specialists:* |

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

mentoring
- Journaling and reflecting

**Status:** Not Started — Overdue

## *Strategy:* **Identify ways to measure improvement of identified groups achievement at the elementary level**

**Description:** Provide necessary training for data collection of information on current performance of students in identified groups.
Identify students' current levels of performance and identify those students performing at or below the level of their peers.
Create action teams (by building) to address particular student needs and ways to enhance their understandings of content to increase achievement in those areas.

## *Activity:* **Provide training for efficient and effective data analysis**

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• 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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li></ul> |

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity

**Status:** Not Started — Upcoming

*Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 7/1/2009 Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 2 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Effective lesson planning that incorporates strategies for | This model is based on the research of Mike | *For classroom teachers, school counselors and education specialists:* |

questioning to achieve deeper learning. Schmoker and Kelly Gallagher.

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Lesson modeling with</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Classroom student assessment data</li><li>Review of participant lesson plans</li></ul> |

mentoring
- Journaling and reflecting

**Status:** Not Started — Overdue

## *Strategy:* **Improve grades for African-American students**

**Description:** Improve grades for African-American students.

## *Activity:* **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009 Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom- |

based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li></ul> | <ul><li>Participant survey</li><li>work with mentors</li></ul> |

- Peer-to-peer lesson discussions
- Journaling and reflecting

**Status:** Not Started — Upcoming

## *Activity:* **Utilize data driven instruction**

**Description:** Use data to enhance classroom instruction and regularly monitor student progress.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 7/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 3 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| All professional staff will receive continued training in accessing, analyzing and applying data to make decisions regarding student achievement. | Research shows the use of data from various sources can enhance student learning. (Popham and Dylan Wiliam) | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking* |

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

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|------|-------------|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|

**Status:** Not Started — Overdue

# *Strategy:* **Improve grades for students in identified groups**

**Description:** Improve grades for students in identified groups.

## *Activity:* **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and

student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for |

- struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussions</li><li>Journaling and reflecting</li></ul> | <ul><li>Participant survey</li><li>work with mentors</li></ul> |

**Status:** Not Started — Upcoming

## *Activity:* **Utilize data driven instruction**

**Description:** Use data to enhance classroom instruction and regularly monitor student progress.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 7/1/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 3 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| All professional staff will receive continued training in accessing, analyzing and applying data to make decisions regarding student achievement. | Research shows the use of data from various sources can enhance student learning. (Popham and Dylan Wiliam) | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.<br>• Instructs the leader in |

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• School counselors<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| | |

**Status:** Not Started — Overdue

## Strategy: PSSA Proficiency Levels - Meeting or Exceeding for African-American students

**Description:** Meeting or exceeding the mandated Pennsylvania PSSA proficiency levels for African-American students.

## Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best | Designed to Accomplish |
|---|---|---|

## Practices

New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.

*For classroom teachers, school counselors and education specialists:*

- 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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

**Role**
- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational

**Grade Level**
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)

| | | |
|---|---|---|
| specialists | • High school (grades 9-12) | |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Creating lessons to meet varied student learning styles<br>• Peer-to-peer lesson discussions<br>• Journaling and reflecting | • Participant survey<br>• work with mentors |

**Status:** Not Started — Upcoming

# *Strategy:* PSSA Proficiency Levels - Meeting or Exceeding for students in identified groups

**Description:** Meeting or exceeding the mandated Pennsylvania PSSA proficiency levels for students in identified groups.

## *Activity:* Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |

| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
| --- | --- |
| • Classroom teachers | • Early childhood |

- Principals / asst. principals
- School counselors
- Other educational specialists

- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

| Follow-up Activities | Evaluation Methods |
| --- | --- |
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussions</li><li>Journaling and reflecting</li></ul> | <ul><li>Participant survey</li><li>work with mentors</li></ul> |

**Status:** Not Started — Upcoming

# *Goal:* Goal D: MATHEMATICS

**Description:** By 2014, all students attending the Lower Merion School District will demonstrate proficiency in mathematics as measured by the Pennsylvania System of School Assessment (PSSA).

## *Strategy:* Critical Thinking, Problem Solving, and Prediction Skills

**Description:** The development and revision process will emphasize critical thinking, problem solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

### *Activity:* Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to |

Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| - Classroom teachers<br>- Principals / asst. principals<br>- School counselors<br>- Other educational specialists | - Early childhood (preK-grade 3)<br>- Middle (grades 6-8)<br>- Elementary (grades 2-5)<br>- High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| - Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>- Creating lessons to meet varied student learning styles<br>- Peer-to-peer lesson discussions<br>- Journaling and reflecting | - Participant survey<br>- work with mentors |

**Status:** Not Started — Upcoming

# *Strategy:* **Curriculum Alignment**

**Description:** Align curriculum (K-12) throughout the district.

## *Activity:* **Align Curriculum through Concept Mapping Process in all content areas**

**Description:** Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

**Person Responsible Timeline for Implementation Resources**

Barbato, Steven          Start: 1/9/2009                    -
                          Finish: Ongoing

**Status:** Not Started — Overdue

*Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 7/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 3.00 | 2 | 660 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| Effective lesson planning that incorporates strategies for questioning to achieve deeper learning. | This model is based on the research of Mike Schmoker and Kelly Gallagher. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and |

skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|------|-------------|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Lesson modeling with mentoring</li><li>Journaling and reflecting</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Classroom student assessment data</li><li>Review of participant lesson plans</li></ul> |

**Status:** Not Started — Overdue

# *Goal:* Goal E: READING

**Description:** By 2014, all students attending Lower Merion School District will demonstrate proficiency in reading skills as measured by the Pennsylvania System of School Assessment (PSSA).

# *Strategy:* Critical Thinking, Problem Solving, and Prediction Skills

**Description:** The development and revision process will emphasize critical thinking, problem solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

## *Activity:* Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009 Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool. | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom- |

based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li></ul> | <ul><li>Participant survey</li><li>work with mentors</li></ul> |

- Peer-to-peer lesson discussions
- Journaling and reflecting

**Status:** Not Started — Upcoming

## *Strategy:* **Curriculum Alignment**

**Description:** Align curriculum (K-12) throughout the district.

## *Activity:* **Align Curriculum through Concept Mapping Process in all content areas**

**Description:** Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

**Person Responsible Timeline for Implementation Resources**

| Person Responsible | Timeline | Resources |
|---|---|---|
| Barbato, Steven | Start: 1/9/2009<br>Finish: Ongoing | - |

**Status:** Not Started — Overdue

## *Activity:* **Uniformly create, implement, and monitor effective pedagogy in all content areas**

**Description:** Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 7/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|

| 3.00 | 2 | 660 |
|---|---|---|
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| Effective lesson planning that incorporates strategies for questioning to achieve deeper learning. | This model is based on the research of Mike Schmoker and Kelly Gallagher. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

| **Role** | **Grade Level** | |
|---|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• School counselors<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) | |

| **Follow-up Activities** | **Evaluation Methods** |
|---|---|
| • Team development and sharing of | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, |

- content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Not Started — Overdue

# *Goal:* Goal F: Address Holistic Needs of Students

**Description:** Further the goal of creatively developing a school and community environment that recognizes and addresses the holistic needs of our students, i.e., mental health, character, citizenship, self worth, etc.

## *Strategy:* Student Character and Citizenship Development

**Description:** The need for character and citizenship development (as well as the importance of "digital citizenship") should be considered by a collaborative team of district stakeholders and integrated in the curriculum and policies of the district as found needed and appropriate.

### *Activity:* Provide professional development to increase use of PennCord and other citizenship materials in the classroom

**Description:** Continue with the Professional Development begun in March of 2009 to increase the use of PennCORD and other citizenship materials in the elementary classrooms cross district.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Maguire, Jack | Start: 4/21/2009<br>Finish: 4/30/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|

| 4.00 | 2 | 300 |
|---|---|---|
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District in collaboration with PennCORD and the National Constitution Center | • School Entity<br>• Non-profit organization | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| The PennCORD program offers strategies for inculcating civics and citizenship strategies into classroom and civic awareness into already existing school programs. The reading components are aligned to the state reading standards therefore those skills are part of the process. It also offers to the teacher, skills and strategies for delivery of the material and for setting up field trips and on site activities. | The entire program is aligned with all state standards in government and civics and in literacy. | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.<br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br>• Empowers educators to work effectively with <u>parents and community partners</u>.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as |

well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul><li>Classroom teachers</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Elementary (grades 2-5)</li></ul> | <ul><li>Reading, Writing, Speaking & Listening</li><li>Civics and Government</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li></ul> | <ul><li>Review of participant lesson plans</li></ul> |

**Status:** Not Started — Overdue

# *Strategy:* Students' sense of self worth and belonging

**Description:** Every student's sense of self worth and belonging needs to be taken into account when developing and implementing district programs, policies, and practices.

## *Activity:* Conduct workshops / trainings on diversity and culturally proficient teaching strategies

**Description:** This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups. | Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium. | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Empowers educators to work effectively with parents and community partners.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |

**Educator Groups Which Will Participate in this Activity**

**Role**

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

**Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussions
- Journaling and reflecting
- working with mentors

**Evaluation Methods**

- Participant survey

**Status:** Not Started — Upcoming

## *Activity:* ESL Professional Development

**Description:** Although Lower Merion has a relatively small population of ESL students, we are committed to ensuring that these students have optimal success in our classrooms.

A district staff development day is used to provide staff development by a professional ESL consultant to all content teachers with ELLs as well as ESL teachers. ESL teachers access Professional Development Opportunities on the PDE website and share the information with other staff members. ESL teachers meet with content area teachers to help teachers with strategies and accommodations in meeting the needs of ELLs. Every summer, a group consisting of ESL teachers and content teachers attends the Governor's Institute for ESL at Immaculata University. Furthermore, all Lower Merion teachers are required to participate in the district's differentiated instruction (DI) professional development program to further offer teaching and multicultural strategies.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 7/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |

| 3.00 | 2 | 155 |
| --- | --- | --- |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |
| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
| Strategies and accommodations in meeting the needs of ELLs. Differentiated instruction (DI) teaching and multicultural strategies. | The professional development trainings on the PDE website and the Governor's Institutes for ESL present the latest research and practice on the instruction of ELLs. Lower Merion chooses professional consultants who present research-based instructional strategies to successfully engage ELLs. | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.<br>• Empowers educators to work effectively with <u>parents and community partners</u>.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.<br>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

- Instructs the leader in managing resources for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
| --- | --- |
| • Classroom teachers | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
| --- | --- |
| • Creating lessons to meet varied student learning styles<br>• Journaling and reflecting | • Participant survey |

**Status:** Not Started — Overdue

# *Goal:* Goal L: Educational Technology

**Description:** Implement technology for teaching and learning so that all students will develop the 21st Century Learning Skills needed for their future.

## *Strategy:* District Staff - Use of Technology

**Description:** All administrators and teachers will model effective use of technology for instruction, collaboration, productivity, creativity, and data analysis for decision-making.

## *Activity:* Assess technology annual needs of district

**Description:** Survey and assess staff and student needs to help determine and prioritize technology staff development (e.g., tools such as the LoTi Digital Age online survey, the Speak-Up Survey, PATI surveys, and others that may be useful for data collection)

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 9/1/2009<br>Finish: Ongoing | - |

**Status:** Not Started — Upcoming

*Activity:* **Develop administrative leadership in curricular integration of technology**

**Description:** Develop and reinforce administrative understanding and recognition of exemplary curricular integration of technology in the classroom so they can help lead and guide development of teacher practice and hold teachers accountable for appropriate technology integration.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/3/2009<br>Finish: 6/30/2014 | $44,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 4 | 12 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity<br>• Company | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning | Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.<br>• Empowers educators to work effectively with parents and community |

<u>partners</u>.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|------|-------------|
| <ul><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the</li></ul> |

|   |   |
|---|---|
| peers | PSSA |
| • Analysis of student work, with administrator and/or peers | • Classroom student assessment data |
| | • Participant survey |
| • Peer-to-peer lesson discussions | • Review of participant lesson plans |
| | • Review of written reports summarizing instructional activity |
| • Journaling and reflecting | • Portfolio |
| • blogs, wikis | • blogs, wikis (use of digital technologies for reflection, reporting, evaluation as well as collaboration) |

**Status:** Not Started — Upcoming

*Activity:* **Develop professional development models to ensure on-going technology proficiency and effective use of technology in the classroom**

**Description:** Develop new models of professional development to demonstrate and promote technology implementation and to ensure that professional staff remain up to date with current technology and 21st century skills using principles and standards of staff development (e.g., NSDC Standards) and including but not limited to in-service days, release time, conference attendance, online learning opportunities, and small-group, self-directed learning communities.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009 Finish: 6/30/2010 | $2,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 6.00 | 4 | 40 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Best practices for professional development | Use of National Staff Development Council standards and 21st Century Skills (from Partnership for 21st Century Skills). | *For classroom teachers, school counselors and education specialists:* <br><br> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for |

struggling students.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Analysis of student work, with administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Classroom student assessment data</li><li>Participant survey</li><li>Review of participant lesson plans</li><li>Review of written reports summarizing instructional activity</li><li>Portfolio</li></ul> |

- discussions
- Lesson modeling with mentoring
- Journaling and reflecting

**Status:** Not Started — Upcoming

*Activity:* **Integrate and coordinate the use of digital technologies throughout all district staff development**

**Description:** Integrate, embed, and coordinate the appropriate use of digital technologies in all staff development activities throughout the district to reinforce professional and staff technology proficiency and integration of digital technologies throughout the curriculum.

| Person Responsible | Timeline for Implementation | Resources |
| --- | --- | --- |
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| --- | --- | --- |
| 6.00 | 1 | 8 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| --- | --- | --- |
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| --- | --- | --- |
| How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning | Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.<br>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with |

a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> | <ul><li>Pre-Kindergarten Early Learning Standards</li><li>Reading, Writing, Speaking & Listening</li><li>Science and Technology</li><li>Arts & Humanities</li><li>Civics and Government</li><li>Environment and Ecology</li><li>Health, Safety and Physical Education</li><li>World Languages</li><li>Kindergarten Early</li></ul> |

Learning Standards
- Mathematics
- History
- Career Education and Work
- Family and Consumer Sciences
- Geography

| Follow-up Activities | Evaluation Methods |
|---|---|
| - Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>- Analysis of student work, with administrator and/or peers<br>- Creating lessons to meet varied student learning styles<br>- Peer-to-peer lesson discussions<br>- Lesson modeling with mentoring<br>- Journaling and reflecting | - Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>- Student PSSA data<br>- Standardized student assessment data other than the PSSA<br>- Classroom student assessment data<br>- Participant survey<br>- Review of participant lesson plans<br>- Review of written reports summarizing instructional activity<br>- Portfolio |

**Status:** Not Started — Upcoming

## *Activity:* **Promote development of teacher leadership in technology integration**

**Description:** Encourage individual teacher initiative and leadership to share with colleagues new and innovative technologies and techniques for curricular integration of technology (e.g., mini-grants, conference attendance, workshop leadership at building or district level, etc.)

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 2/15/2010<br>Finish: 2/2/2015 | $433,500.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|

| 7.50 | 8 | 50 |
|---|---|---|
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity<br>• Non-profit organization<br>• Association | Approved |

| **Knowledge and Skills** | **Research and Best Practices** | **Designed to Accomplish** |
|---|---|---|
| Leadership in the use and implementation of digital technologies for teaching and learning; knowledge of emerging digital technologies for advanced planning | Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>• Provides leaders with |

the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| • Classroom teachers<br>• Principals / asst. principals<br>• Superintendent / asst. superintendents<br>• Other educational specialists | • Early childhood (preK-grade 3)<br>• Middle (grades 6-8)<br>• Elementary (grades 2-5)<br>• High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Analysis of student work, with administrator and/or peers<br>• Creating lessons to meet varied student learning styles<br>• Peer-to-peer lesson discussions<br>• Lesson modeling with mentoring<br>• Journaling and reflecting<br>• blogs, wikis | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>• Student PSSA data<br>• Standardized student assessment data other than the PSSA<br>• Classroom student assessment data<br>• Participant survey<br>• Review of participant lesson plans<br>• Review of written reports summarizing instructional activity<br>• Portfolio<br>• blogs, wikis (Use of digital technologies for reflection, reporting, and evaluation as well as collaboration) |

**Status:** Not Started — Upcoming

## *Activity:* **Provide training for efficient and effective data analysis**

**Description:** Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | $100,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 130 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making | Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.<br><br>*For school and district administrators, and other educators seeking leadership roles:*<br><br>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for |

struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

## Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
| --- | --- |
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
| --- | --- |
| <ul><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Analysis of student work, with administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussions</li><li>Lesson modeling with mentoring</li><li>Journaling and reflecting</li></ul> | <ul><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the PSSA</li><li>Classroom student assessment data</li><li>Review of written reports summarizing instructional activity</li></ul> |

**Status:** Not Started — Upcoming

## *Strategy:* **Student Use of Technology**

**Description:** All students will become proficient, effective, and ethical users of technology for all

aspects of learning and innovation skills; information, media, and technology skills; and life and career skills.

## *Activity:* **Assess technology annual needs of district**

**Description:** Survey and assess staff and student needs to help determine and prioritize technology staff development (e.g., tools such as the LoTi Digital Age online survey, the Speak-Up Survey, PATI surveys, and others that may be useful for data collection)

**Person Responsible Timeline for Implementation Resources**

| | | |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: Ongoing | - |

**Status:** Not Started — Upcoming

## *Activity:* **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

**Description:** Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/24/2009<br>Finish: 8/28/2009 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 1 | 60 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| Lower Merion School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; | These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, | *For classroom teachers, school counselors and education specialists:*<br><br>• Increases the educator's teaching |

differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

McTighe, Kagan, Marzano and others.

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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>School counselors</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| Follow-up Activities | Evaluation Methods |
|---|---|
| <ul><li>Team development and sharing of content-area</li></ul> | <ul><li>Participant survey</li></ul> |

- lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

- work with mentors

**Status:** Not Started — Upcoming

## *Activity:* Develop administrative leadership in curricular integration of technology

**Description:** Develop and reinforce administrative understanding and recognition of exemplary curricular integration of technology in the classroom so they can help lead and guide development of teacher practice and hold teachers accountable for appropriate technology integration.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 8/3/2009<br>Finish: 6/30/2014 | $44,000.00 |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 4 | 12 |

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|---|---|---|
| LMSD | • School Entity<br>• Company | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning | Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works | *For classroom teachers, school counselors and education specialists:*<br><br>• 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 <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
- Empowers educators to work effectively with <u>parents and community partners</u>.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|------|-------------|
| <ul><li>Principals / asst. principals</li><li>Superintendent / asst.</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-</li></ul> |

| | |
|---|---|
| superintendents | 5) |
| | • High school (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|---|---|
| • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>• Analysis of student work, with administrator and/or peers<br>• Peer-to-peer lesson discussions<br>• Journaling and reflecting<br>• blogs, wikis | • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>• Student PSSA data<br>• Standardized student assessment data other than the PSSA<br>• Classroom student assessment data<br>• Participant survey<br>• Review of participant lesson plans<br>• Review of written reports summarizing instructional activity<br>• Portfolio<br>• blogs, wikis (use of digital technologies for reflection, reporting, evaluation as well as collaboration) |

**Status:** Not Started — Upcoming

## *Activity:* Ensure that all students receive equitable opportunities to develop essential digital literacy

**Description:** Monitor instruction at all levels and in all disciplines to be certain that digitial technologies are appropriately and adequately integrated throughout the curriculum in all classrooms. Provide training for professional staff to use technology effectively to differentiate instruction and to eliminate the achievement gap.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Barbato, Steven | Start: 9/1/2009<br>Finish: 6/30/2014 | - |

**Professional Development Activity Information**

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 3.00 | 2 | 130 |
| **Organization or Institution Name** | **Type of Provider** | **Provider's Department of Education Approval Status** |
| LMSD | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|

How technology can reinforce and enhance differentiated instruction in all areas of the curriculum, and how all curricular areas can promote differentiated implementation of digital technologies for teaching and learning

Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works and Tomlinson's Differentiated Instruction Framework

*For classroom teachers, school counselors and education specialists:*

- 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.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role | Grade Level |
|---|---|
| <ul><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>Other educational specialists</li></ul> | <ul><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul> |

| **Follow-up Activities** | **Evaluation Methods** |
|---|---|

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- blogs, wikis

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio
- blogs, wikis (use of digital technologies for reflection, reporting, evaluation as well as collaboration)

**Status:** Not Started — Upcoming

# Annual Review Process

**Lower Merion School District supports a Staff Development Council (SDC) which has representative members from each of the 10 schools.  In the spring of each year, at these meetings, the committee will meet to review the Professional Education Plan.**

Our process for renewing the plan includes:

1. Reference and review of our Strategic Plan Vision and Goals
2. Review of reports/data generated by **mylearningplan.com**
3. Review of Professional Development evaluation
4. Adjustment of plan based on data
5. Reprinting and distribution of plan as appropriate

## Supporting Documents

## Supporting Documents - Attachments

- Approved Providers
- Article from Journal of Staff Development, Fall 2002 (Vol. 23, No. 4)
- Article on how an Induction Plan for beginning teachers benefits veteran teachers
- LMSD Standards for Teaching Framework (Danielson, 2002)
- Professional Education Goals for Continuing Professional Educational option
- Professional Education Options
- CPR Training
- Induction Plan Topics and Activities
- Professional Development/Induction Evaluation Summary 2008-2009

## Contact Information

# Appendix B

# Entity Information Page

**Entity:** Lower Merion SD

**Address:**
301 E Montgomery Ave
Ardmore, PA 19003-3399

**Superintendent or Chief Administrative Officer:** Christopher McGinley
**E-mail:** mcginleyc@lmsd.org
**Telephone:** 610-645-1930
**Fax:** 610-645-0703

**Professional Education Committee Chairperson:** Steven Barbato
**E-mail:** barbats@lmsd.org
**Telephone:** 610-645-1920
**Fax:** 610-649-6173

**Act 48 Reporting Contact:** Christopher McGinley
**E-mail:** mcginleyc@lmsd.org
**Telephone:** 610-645-1930
**Fax:** 610-645-0703