
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Report **Monday, March 03, 2008**

Entity: Moon Area SD
Address: 8353 University Boulevard
Moon Township, PA 15108-2957
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Contact Name:

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anita Marcocci	Moon Area School District	Community Representative	Moon Area School District Board of Education
Beth Southwood	Moon Area School District	Special Education Representative	Teacher Association Representatives
Betty Lewis	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Cay Forbes	Moon Area School District	Other	Educational Specialists
Christie Covelli	Moon Area Middle School	Middle School Teacher	Teacher Association Representatives
Conchita Euston	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Dr. Donna Milanovich	Moon Area School District	Administrator	Moon Area School District Board of Education
Gene Casasanta	Moon Area School District	Business Representative	Moon Area School District Board of Education
Holly Yerega	Moon Area School District	Middle School Teacher	Teacher Association Representatives
Holly Yerega	Moon Area School District	Middle School Teacher	Teacher Association Representatives
Jeanette Liskay	Moon Area School District	Parent	Moon Area School District Board of Education
Jeffrey Zollars	Moon Area School District	Administrator	Administrators
Jo Ellen Moyer	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Julie Moore	Moon Area School District	Administrator	Administrators
Karen Bell	Moon Area School District	Elementary School Teacher	Teacher Association Representatives
Kathleen Tatala	Moon Area School District	Secondary School Teacher	Teacher Association Representatives
Kim Prevost	Moon Area School District	Ed Specialist - Instructional Technology	Dr. Donna Milanovich, Superintendent
Lisa Wolowicz	Moon Area School District	Parent	Moon Area School District Board of Education
Mary Tobin	Moon Area School District	Community Representative	Moon Area School District Board of Education
Mike Haslett	Moon Area School District	Administrator	Administrators
Mike Hauser	Moon Area School District	Administrator	Administrators
Rebecca Binder	Moon Area School District	Ed Specialist - School Nurse	Educational Specialists
Robin Napierski	Moon Area School District	Middle School Teacher	Teacher Association Representatives

Rose Varsanik	Moon Area School District	Business Representative	Moon Area School District Board of Education
Vanessa Strassner	Moon Area School District	Special Education Representative	Teacher Association Representatives

Needs Assessment

1) Student Achievement Data as stated within the School District Report card for 2006-2007

MOON AREA SD met all three AYP Objectives (Graduation, Academic Performance, and Test Participation) in 2006-07. This is good news! This district is on track to meet the goal of all students reaching proficiency.

Unlike schools, districts are not required to meet all targets to demonstrate adequate yearly progress. Although MOON AREA SD met AYP this year, not all targets were met. This means that improvement is needed in:

- Reading Proficiency in Grades 6-8. At least one of the student groups performed below the AYP target of 54% and did not show enough improvement from last year to reach Safe Harbor.

For MOON AREA SD, the Safe Harbor targets for test performance were met in:

- Grades 6-8 Math Proficiency of the IEP Special Education student group.

2. Professional Development Data:

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

School District:

- The vision, mission and goals established in the strategic planning process
- Curricular needs identified in curriculum mapping and adoption processes
- School profile information
- Special education compliance reviews conducted by the Pennsylvania Department of Education Bureau of Special Education
- Federal Programs monitoring reports

Professional Staff:

- May 2007 Joint Staff Development Needs Assessment & Federal Programs Accountability Survey
- Staff evaluations of previous staff development program

Various topics of staff development were addressed in the needs assessment. The results were as follows:

	admin	HS	MS	Allard	Brooks	Bon Meade	Hyde
assessment strategies	moderate	moderate	minimal	minimal moderate-	minimal minimal -	minimal	moderate
questioning strategies	moderate	minimal	minimal	no need	no moderate	minimal	minimal
content standards	moderate	moderate	minimal	minimal moderate-	- minimal moderate	moderate	moderate
differentiated instruction	critical moderate	moderate	minimal	no need	- minimal	minimal	moderate
classroom management	- minimal	moderate	minimal	minimal moderate	minimal	minimal	minimal
effective instructional strategies	moderate	moderate	minimal	- minimal	minimal	minimal	moderate
special education/esl	moderate moderate	moderate	moderate	minimal	even dist.	moderate	moderate
reflective teaching practice	- minimal	minimal	minimal	minimal	minimal	moderate	minimal
aligning curriculum & instruction	critical - moderate	moderate	moderate	minimal	moderate	minimal	moderate
technology integration	moderate moderate	critical	moderate	moderate	moderate moderate	critical	critical
school law/update	- minimal	critical	moderate	moderate	- minimal	minimal	moderate
intervention for at-risk students	moderate - minimal moderate	critical	moderate	moderate	minimal	minimal	critical
multicultural education	- minimal	moderate	minimal	minimal	minimal minimal -	minimal	moderate
character education	minimal moderate	minimal	minimal	minimal	none moderate	minimal	minimal
thinking skills/brain research	- minimal critical -	moderate	minimal	minimal	- minimal	minimal	moderate
data driven decision making	moderate	minimal	no need	minimal	minimal moderate	minimal	moderate
learning styles/multiple intelligences	moderate moderate	moderate	minimal+	moderate	- minimal minimal -	moderate	moderate
conflict resolution	- minimal	moderate critical -	minimal	minimal critical -	none moderate	minimal	minimal
stress, health, and nutrition	minimal	moderate critical -	moderate	moderate critical -	- minimal moderate	moderate	moderate
creating effective schools	moderate critical -	moderate critical -	minimal	moderate	- minimal	moderate	moderate
implementing language skills	moderate critical -	moderate	moderate	moderate	moderate moderate	minimal	moderate
integrating the arts	moderate	moderate critical -	minimal	minimal	- minimal	moderate	moderate
performance assessments	critical critical -	moderate critical -	moderate	moderate	moderate critical -	moderate	moderate
discipline/content area programs	moderate critical -	moderate critical -	moderate	critical	moderate critical -	moderate	moderate
ongoing technology	moderate critical -	moderate	critical	critical	moderate moderate	moderate	critical
increased awareness of standards	moderate critical -	moderate	minimal	moderate	- minimal	minimal	moderate
better alignment of standards	critical - moderate	moderate	moderate	minimum	- minimal	moderate	moderate

assess student performance to standards **critical - moderate moderate moderate moderate moderate moderate moderate**

PROFESSIONAL EDUCATION CRITERIA

A. Professional development decisions will be based on student needs and evaluated using student data.

Approved professional development:

A1. Uses disaggregated student data to determine educators learning priorities

A2. Is evaluated to show its impact on teaching practice and student learning

B. Professional development activities have content that will increase student learning.

Approved professional development:

For classroom teachers, school counselors and education specialists:

B1. Enhances the educators content knowledge in the area of the educators certification or assignment

B2. Increases the educators teaching skills based on research on effective practice, with attention given to interventions for struggling students

B3. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making

B4. Empowers educators to work effectively with parents and community partners

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

B5. 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 Pennsylvanias academic standards

B6. Provides leaders with the ability to access and use appropriate data to inform decision-making

B7. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning

B8. Instructs the leader in managing resources for effective results

C. Professional development is provided through a process that is most likely to result in sustained school improvement. Approved professional development:

C1. Is set out in a plan that is updated annually by the Act 48 Committee after the committee critically evaluates the prior years

- student data,
- professional education activities, and
- the feedback/evaluation of those activities

C2. Is based on knowledge of adult learning styles

C3. Is tailored to each stage of an educators career, differentiating between the needs of novice and experienced professional

ALLOWABLE PROFESSIONAL EDUCATION ACTIVITIES

In order to meet the Content criteria outlined in Section II, a school entity Professional Education Plan must comply with the following:

Early Childhood, Elementary and Secondary Educators (including Special Education)

To receive Department approval, a school entity Professional Education plan must include strategies for all classroom teachers to enhance their content area knowledge and pedagogical skills, with particular attention to the needs of diverse learners who are below proficient or below grade-level.

Content Area

All early childhood, elementary and secondary educators will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are required to obtain at least half of their required hours for Act 48 in one or more academic content areas.

Examples of Acceptable Activities

- Building knowledge of literacy, mathematics and science-specific content
- Building knowledge of specific content in other areas covered by the Pennsylvania academic standards, for teachers who are assigned to those areas
- Curriculum development aligned with Pennsylvania standards
- Data analysis training (all aspects of assessment and evaluation)

Examples of Unacceptable Activities

- Courses taken outside of an area of certification or work assignment, except for school administration
- Any courses/programs for personal growth or an alternative career

- Repeat of awareness-level introductory courses, e.g., Introduction to Computers
- Teacher/parent student conferences, grade book analysis, and preparation of report cards
- Workshops/seminars about subjects not applicable to increasing student achievement
- Repeating a course or program unless it has significantly changed its focus or approach

Teaching Practices

All early childhood, elementary and secondary educators will be expected to participate in professional development activities that advance high-quality classroom instruction over the course of the Professional Education Plan.

Examples of Acceptable Activities:

- Training in assessing students and analyzing student data to implement effective change in instruction
- Observing exemplary school and classroom practices and collaboratively designing instructional strategies based on analysis of the observed experience
- Training to align and embed literacy, mathematics and science standards and instructional strategies within other academic content areas
- Acquiring technology skills and designing strategies to integrate technology into the instructional setting
- Creating shared lessons that help students learn specific skills that assessments identify as weak or lacking
- Acquisition of secondary strategies to increase student engagement and personalize learning
- Training in how to create safe and welcoming learning environments
- Improving ones understanding of the academic, social, emotional and physical needs of the individual learner
- Developing knowledge and skills in how to involve families and other stakeholders in the educational process
- Training in dealing with non-academic issues that may affect learning (grief counseling, intervening in student-on-student harassment, etc.)
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness).

Examples of Unacceptable Activities:

- Instruction time, serving as a mentor or cooperating teacher
- Attending administrative faculty meetings with superintendent or principal

- Supervision of school field trips
- Tutoring
- Tours of school buildings
- Preparing and presenting college course lessons
- Extra curricular assignments (coaching or advising of sports, drama, debate, clubs or student government)

Meeting the Needs of Diverse Learners--All teachers certified in early childhood, elementary or secondary education (including special education) are required to obtain at least half of the hours required for Act 48 in approved coursework that will enhance their ability to teach diverse learners in inclusive settings with a focus on students who are below proficient or below grade-level.

Such coursework may include diagnosing students educational needs, intervening for struggling students, making appropriate accommodations and adaptations in curriculum, academic content and materials, and studies about teaching limited English language learners. Diverse learners are those students who because of limited English language proficiency or disabilities may have academic needs that require varied instructional strategies to help them learn. An inclusive setting is the placement of students with disabilities and English language learners in a regular classroom setting.

School and District Administrators

All Act 48 activity must meet the Pennsylvania Inspired Leadership (PIL) core standards, as described in criteria B5 through B8.

Examples of Acceptable Activities:

- Training to facilitate staff analysis of student work
- Training related to strategies, curricula and programs that meet student academic needs
- Effective coaching practices for proven strategies that boost student performance
- Identifying the needs of student subgroups and effective strategies for meeting those needs
- Training to implement state school improvement planning processes
- Collaborative work with parents and community partners to develop collective efforts focused on the achievement rate of student subgroups
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)
- Training on legal issues, governance and Board/Superintendent relationships

Examples of Unacceptable Activities:

- IU Superintendent meetings
- Equipment expositions
- Undefined off-site retreats School Counselors

All elementary, middle and secondary school counselors will be expected to participate in content-specific professional development applicable to their assigned level of work over the course of the Professional Education Plan.

Professional Development Options Applicable at All Levels (Pre-K 12)

Training based upon research of effective practice to build capacity to address needs of diverse learners who are below proficient or below grade-level i.e., those who, because of gender, ethnic background, socioeconomic status, differing ability levels, learning styles, limited English language proficiency or disabilities, may have academic needs that require varied instructional strategies to help them learn;

Examples of Acceptable Activities:

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students
- Training that provides an understanding of the cultural context of relationships, issues and trends in a multicultural, diverse society
- Study of developmental disorders
- Training to disaggregate data in relation to student achievement
- Working with instructional teams to develop curriculum/lesson plans
- Training that builds capacity to collaborate with teams of teachers, school leadership and parents
- Design and Implementation of a Comprehensive, Data Driven School Counseling Program
- Training in the facilitation and evaluation of advisory programs
- Training that deals with special needs like homelessness, adolescent depression, etc.
- Career development program: planning, organization, implementation, administration and evaluation
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)

Examples of Unacceptable Activities:

- Counselor workshops (undefined)
- Sheltered workshop visitation

- District meeting (undefined)
- Sorting PSSA reports
- Hot Topics (undefined)
- Supervision of visits to career sites/colleges
- Career Day monitoring
- Parents Anonymous Meeting
- Community center evening work
- Independent studies abroad (undefined) Educational Specialists, excluding School Counselors

<http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=3&Q=22599&teachingNav=|93|94|>) Educational specialists, other than school counselors, must participate in professional development activities that enhance their ability to meet the demonstrated needs of the students and families they serve in order to increase the ability of students to succeed academically. Content knowledge for education specialists may include training in how to reduce health problems and prevent health risk behaviors that delay student learning.

Examples of Acceptable Activities:

- Identifying the health and social services needs and assets of students, families, schools and communities by using various types of data
- Training to acquire health risk reduction and prevention strategies
- Study of school-based health programs at state and national levels
- Student Assistance Program training
- Learning how to implement school-wide programs and classroom management strategies designed to improve student conduct
- Studies related to cross-organizational professional development on social and health services issues
- Prevention training on contemporary health issues affecting school age children
- Training for emergency preparedness: CPR/AED training and certification updates
- Professional education programs that grant Continuing Education Units (CEUs) for purpose of licensure.
- School or district wide planning (strategic, professional development, induction, special education, school improvement, technology and student support, wellness)

Examples of Unacceptable Activities:

- Independent studies
- Union related bargaining behavior studies

Limited English/ESL

The Moon Area School District Professional Education Plan includes programs, activities, or learning experiences for the professional staff to assure that the administrative staff, teaching staff, and paraprofessional staff are prepared to enable, encourage, and support English Language Learners (ELL) so they may participate actively in learning experiences and social activities in the school. Appropriate staff development programs will be provided to alleviate the most serious of cultural clashes or biases.

CPR Training

CPR training, including the use of the AED located in each school building, will be provided every 3 years for all staff and every year for crisis team members, aides, school nurses, and other members with training needs or interest. Documentation will include sign-in sheets.

Gifted Education Training

The Moon Area School District's Professional Education Plan includes programs, activities, and/or learning experiences for the professional staff to ensure the staff and the support personnel are prepared to enable, encourage, and support gifted students to participate actively in learning experiences and social activities designed to enrich and extend learning. Professional development activities will also be provided for non-professional and support staff that interacts with gifted students and their parents. Guidelines will be used to develop action plans for providing professional education programs regarding gifted programs and students to be in compliance with the PDE Chapter 16 requirements as follows:

§ 16.4. Strategic plans.

(a) Each school district's strategic plan developed under Chapter 4 (relating to academic standards and assessments) shall include procedures for the education of all gifted students enrolled in the district. The strategic plan shall be developed to ensure the support of the implementation of plans developed under subsection (b).

(b) Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education.

§ 16.5. Personnel.

(a) Professional personnel shall consist of certified individuals responsible for identifying gifted students and providing gifted education in accordance with Article XI of the School Code (24 P. S. §§ 11-1101--11-1192) and this title.

(b) Paraprofessional personnel consist of individuals who work under the direction of professional personnel as defined in this chapter. The duties and training of the paraprofessional staff shall be determined by the employing agency.

(c) A school district and intermediate unit shall provide, under section 125.1 of the School Code (24 P. S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators and support staff persons responsible for gifted education.

Professional Education Action Plan

Goal: 100% of Moon Area School District students will be enrolled in classrooms that implement research-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Description: 100% of Moon Area School District students will be enrolled in classrooms that implement research-based instructional practices as evidenced by completed, standards-based curriculum maps and teacher observations by 2013.

Strategy: Systemic Collaboration

Description: The Moon Area School District shall collaborate systemically to incorporate effective, research-based instructional practices for consistent implementation among all of the schools of MASD.

Activities:

Activity	Description	
ESL-English as a Second Language Professional Development	Second Language Learner professional development will enable content area teachers and English as a Second Language teachers to meet the specific needs of students for whom English is not their native language. This meets the requirements of PDE for the provision of ESL professional development to educators within the LEA.	
Person Responsible	Timeline for Implementation	Resources
Ronald Zangaro	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Internal Peer Observation of Research-based Best Practices	Incorporate peer observation among colleagues at the building level as a consistent practice to observe and promote the use of effective research-based strategies and 'best practices'. Note: This activity is experiential in nature and is to be non-evaluative	
Person Responsible	Timeline for Implementation	Resources
Ronald Zangaro	Start: N/A Finish: N/A	\$0.00

Goal: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS by 2013

Description: 100% of Moon Area School District students will be proficient in Reading and Mathematics as measured by the PSSA results or will demonstrate at least one year standard measure of growth as determined by PVAAS (Pennsylvania Value Added Assessment System by 2013

Strategy: Differentiated Instruction for High-end Learners

Description: The district will provide enriching differentiated instructional activities to challenge high end learners

Activities:

Activity	Description	
Differentiated Instruction Professional Development	MASD will utilize up to four in-service days during the school year and/or provide staff release time during school year in order to develop skills in differentiated instruction	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/18/2009	\$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	2	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The educators will understand practical strategies for differentiating instruction according to student ability, interest, or learning style to meet the needs of all students.</p>	<p>Research indicates that teaching to the "middle of the road" is not an effective way to improve student achievement. Instead, each learner should be challenged in appropriate ways that meet his/her individual needs based on prior knowledge, interest, learning style, strengths, and weaknesses.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics History Economics Family and Consumer Sciences Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Review of participant lesson plans Evaluation Form (Moon Area School District Staff Development Evaluation Form) 	

Strategy: Increase Student Awareness/Ownership of Educational Growth

Description: District teachers will use effective strategies to increase student awareness and motivation as related to PVAAS performance.

Activities:

Activity	Description
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Teach Test Taking Skills	Teachers will develop activities to enhance test-taking skills for students at all levels.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 8/28/2008	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand how to implement strategies in the classroom that provide students with experience and effective strategies for taking standardized tests.	Research claims that students build confidence and reduce anxiety by gaining exposure and experience in answering questions that are similar to standardized testing environments, providing students with greater opportunity to maximize achievement scores.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom 	<ul style="list-style-type: none"> Middle (grades 6-8) 	<ul style="list-style-type: none"> Reading, Writing, Speaking

<ul style="list-style-type: none"> teachers Principals / asst. principals 	<ul style="list-style-type: none"> Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> & Listening Science and Technology Civics and Government Environment and Ecology Mathematics History Economics Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> 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 Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans Evaluation Form (MASD approved Act 48 Evaluation Form) 	

Strategy: Student Performance Data Analysis and Disaggregation

Description: The district will interpret PSSA/PVAAS and other assessment tool results in an effort to strengthen student proficiency in Reading and Mathematics

Activities:

Activity	Description	
4 Sight Benchmark Testing	4 Sight Benchmark Testing will be expanded to include non-proficient students from Grade 3 through Grade 12.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	\$35,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

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Activity	Description	
Recommended Grow Network Activities	MASD will participate in recommended Grow Network activities in order to educate stakeholders in the details of proficiency development	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: N/A Finish: N/A	\$25,000.00

Goal: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013.

Description: 100% of Moon Area School District students, teachers, and administrators will demonstrate technological literacy as determined by the ISTE National Educational Technology Standards by 2013

Strategy: 21st Century Skills

Description: Moon Area School District shall review, develop, and adopt "21st Century Skills" into Moon Area School District technology curricula

Activities:

Activity	Description	
Ethical Technology Usage	Develop curriculum to address ethical usage of technology in the district	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/26/2008 Finish: 8/26/2008	\$6,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	300
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will understand critical issues regarding Internet/technology safety and ethics. They will have the capacity to model and enforce safe and ethical technology usage at school and in their personal lives.	Living in an ever changing society where technology takes an increasingly dominant role in our lives, it is necessary for students and teachers to understand the risks, benefits, and ethics of using technology.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and</u>

		<p><u>community partners.</u></p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, 	<ul style="list-style-type: none"> • Participant survey

with administrator and/or peers <ul style="list-style-type: none"> Journaling and reflecting 	<ul style="list-style-type: none"> Review of written reports summarizing instructional activity
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Activity	Description	
K-12 Technology Curriculum Articulation	Establish a K-12 Curricular Review Team (CRT) and to evaluate, develop and propose articulated MASD K-12 Computer Science Curriculum in conjunction with the Business Education Department.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/25/2009 Finish: 3/15/2010	\$60,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	5	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators who teach computer and business education courses will explore, plan, and implement innovative ways to update an articulated K-12 technology curriculum, understanding and incorporating national and Pennsylvania State standards.	Research supports aligning curriculum to state and national standards. As standards are updated, it is important to ensure that our curriculum is also updated to ensure that we provide the best quality education for our students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Science and Technology
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 15 		<ul style="list-style-type: none"> Curriculum Maps (Educators will complete curriculum maps that align content, skills, assessments, essential questions, and lessons to standards.)

Strategy: Technology Integration

Description: Moon Area School District will strive to effectively integrate technology into the educational system.

Activities:

Activity	Description	
Technology Integration and Best Practices	MASD Technology Teams conduct research at the elementary, middle, and high school levels to assess and make recommendations on current technology integration and best practices.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	4	80

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will understand what technology integration resources are available to them and supported by the district. They will also understand how to effectively integrate the available tools and resources in their curriculum in alignment with the state and national standards.</p>	<p>Research indicates that effective integration of technology resources promotes higher-order thinking skills among students as outlined by ISTE's national educational technology standards.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> 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. 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 style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Arts & Humanities Civics and Government Environment and Ecology Health, Safety and Physical Education World Languages Kindergarten Early Learning Standards Mathematics

		<ul style="list-style-type: none"> • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review of participant lesson plans • Evaluation form (MASD Act 48 Evaluation Form) 	

Strategy: Training and Personnel Needs

Description: To provide training and personnel needs to maximize the integration of technology

Activities:

Activity	Description	
Technology Innovation Training	To provide MASD professional staff, administration, and professional support staff with "21st Century Skills" and training to maximize understanding of how to innovate with technology	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 8/27/2008 Finish: 2/16/2009	\$25,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

<p>Educators will gain an understanding of state and national technology standards as they address providing students with 21st Century Skills.</p>	<p style="text-align: center;">Practices</p> <p>Research emphasizes that technology is used effectively to create new opportunities for learning and to promote student achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review of participant lesson plans • Evaluation Form (MASD Act 48 Evaluation Form)
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Goal: 100% of the Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21st century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

Description: 100% of the Moon Area School District curricula will reflect expanded educational opportunities, incorporate 21st century skills, and increase academic rigor as evaluated by an annual curriculum review through 2013.

Strategy: Increase Rigor

Description: Educate all students so that they are able to effectively acquire, apply, assimilate, and adapt needed knowledge, skills and aptitudes across the K-12 curriculum.

Activities:

Activity	Description	
Applied Learning Practices	Implement practical application of learned knowledge, skills and aptitudes through hands-on activities in the classroom and beyond (labs, manipulatives, senior projects, etc.)	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Moon Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>Educators will learn strategies to plan instruction that helps students to make real-world connections to the content learned.</p>	<p>Research indicates that student achievement improves when students understand the relevance and real-world connections between the content and real-world application of that content. Making these connections is critical to helping students achieve higher-order thinking skills such as problem-solving, evaluation, and creative thinking.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • 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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and

		Work <ul style="list-style-type: none"> • Economics • Family and Consumer Sciences • Geography
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • 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 • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey 	

Activity	Description	
Enriching Differentiated Instruction for High-end Learners	The Moon Area School District will provide enriching differentiated instruction to high-end learners at the elementary and secondary levels.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Activity	Description	
Foster Higher Order Thinking/Metacognitive Skills	Develop learning activities which foster and strengthen higher order thinking/meta-cognitive skill development.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Strategy: Infuse Technology K-12

Description: MASD will acquire and utilize state-of-the-art technology resources to create and offer instructional programs that will allow students to learn relevant skills needed for successful living in the 21st century.

Activities:

Activity	Description	
Technology Use Professional Development	Provide professional development opportunities on new technology and its use in and beyond the classroom.	
Person Responsible	Timeline for Implementation	Resources
Kim Prevost	Start: 2/5/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Annual Review Process

A description of the process for reviewing and amending the plan annually.

The continuing Professional Education Committee previously described in this document will continue to meet throughout the five-year period covered by this plan. Mid-year and end-of-year reviews will be conducted for the purpose of evaluating continuing professional education activities for plan amendment. Additional meetings may also occur on an “as needed” basis. These reviews will include the following: the monitoring of the continuous professional education plan; the determination of emerging needs; the selection and scheduling of learning activities and providers; and, an on-going evaluation of continuing professional education activities. The committee will review evaluations of continuing professional education activities and conduct yearly needs assessments for annual updates of the plan. Strategic plan goals will continue to be integrated into the Professional Education Plan.

The **Moon Area School District In-service Evaluation Form** (See supporting documents.) will assist the committee to determine the impact of continuing professional development activities as well as to suggest follow-up opportunities. Forms will be reviewed and utilized during the first, second, and third year of the plan.

Supporting Documents - Attachments

• • • • • APPENDIX B

ENTITY INFORMATION PAGE

Entity: Moon Area SD

Address:

8353 University Boulevard
Moon Township, PA 15108-2957

Superintendent or Chief Administrative Officer: Donna K. Milanovich, Ed. D.

E-mail: dmilanovich@masd.k12.pa.us

Telephone: 412-264-9440 x1106

Fax: 412-264-3268

Professional Education Committee Chairperson: Kimberly Prevost

E-mail: kprevost@masd.k12.pa.us

Telephone: 412-264-9440 x1134

Fax: 412-264-3268

Act 48 Reporting Contact: Kimberly Prevost

E-mail: kprevost@masd.k12.pa.us

Telephone: 412-264-9440 x1134

Fax: 412-264-3268

APPENDIX C

PROFESSIONAL EDUCATION REPORT ASSURANCES

We affirm that this Professional Education Report focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Signature

Professional Education Committee Chairperson

Date

I affirm that this Professional Education Report provides staff learning that improves the learning of all students as outlined in the National Staff Development Councils Standards for Staff Learning.

Signature

Superintendent or Chief Administrative Officer

Date

We affirm that this Professional Education Report has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Professional Education Report as designated in Chapter 4 of the Regulations of the Pennsylvania State Board of Education.

Signature

President of the Board of School Directors

Date