
Pennsylvania Department of Education



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

Professional Education Report **Wednesday, September 29, 2010** **(Last Approved: Friday, March 27, 2009)**

Entity: Somerset Area SD
Address: 645 S Columbia Ave Ste 110
Somerset, PA 15501-2511

Professional Education Planning Committee

There are currently no participants selected for this plan report.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

Needs Assessment

The Somerset Area School District, in cooperation with the Professional Education Planning Committee, has established a process for determining the professional developments needs of professional staff members, support staff, students, and the community of Somerset. The process utilizes a needs assessment survey to be given annually by the Professional Education Planning Committee. In addition to the needs assessment survey, student performance data from a variety of assessments including performance-based, curriculum-based, standardized, benchmark, formative, and summative will be utilized to plan professional development around trends in data. All survey and data information will be utilized to help achieve the goals of Somerset Area School District as outlined in the Strategic Plan.

Needs Assessment Tool	Category	Gathers Information from:	Time Frame for Usage
PA System of School Assessment	Standards-based	Grades 3, 4, 5 6, 7, 8, 11	Annually
Terra Nova	Standardized	Grades 9, 10	Annually
SAT and ACT	Standardized	Grades 9, 10, 11, and 12	Annually
DIBELS	Formative	Grades K-6	On -going Annually
4Sight Testing	Benchmark	Grades 3-12	On-going Annually
Math Curriculum Based Measurements	Formative	Grades K-12	On-going Annually
Reading Curriculum Based Measurements	Formative	Grades K-12	On-going Annually
Science Curriculum Based Measurements	Formative	Grades K-12	On going Annually
Needs Assessment Survey	Survey	Professional / Support Staff/ Community	Annually
Evaluation of Induction Program	Survey	Instructional I Certificate Holders	Annually
Graduate Survey	Survey	District Graduates	Annually
Department / Grade Level Chair Requests	Request	Grade Levels / Departments	On-going Annually
Progress Monitoring Assessments	Formative	Grades K-12	Ongoing - Annually
Safe and Drug Free Schools Survey	Survey	Grades K-12	Annually
Strategic Plan Evaluation Feedback	Survey	Community Representatives	On-going

Requests for PTO organization	Request	Community/ Parent Representative	On-going
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Professional Education Action Plan

Goal: Math Proficiency

Description: By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of mathematics. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement.

Strategy: Establish a “writing in mathematics” approach as part of a comprehensive “writing across the curriculum” approach

Description: Identify and implement a literacy-based model of mathematics expression

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/28/2009 Finish: 8/30/2013	\$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
1.00	18	120

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Somerset Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills and knowledge to provide best practices of instruction in mathematics		<i>For classroom teachers, school counselors and education specialists:</i>

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as |
|--|---|

- 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
- 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
 - Review of written reports summarizing instructional activity
 - Portfolio

Status: Not Started — Overdue

Strategy: Implement best practices for instruction

Description:

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	\$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
1.00	18	120

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Somerset Area School District	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide best practices of instruction in math

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 	<ul style="list-style-type: none"> Kindergarten Early Learning Standards

principals

6-8)

• Mathematics

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

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">• 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• Review of participant lesson plans• Review of written reports summarizing instructional activity• Portfolio |
|--|---|

Status: Not Started — Overdue

Strategy: Utilize technology

Description: Technology will be integrated into the mathematics curriculum, including a blended learning approach and computer-based benchmark assessments that provide data to drive decision-making.

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible

Timeline for Implementation

Resources

Mrs. Krista Mathias

Start: 8/31/2009

\$30,000.00

Finish: 8/26/2013

Professional Development Activity Information

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Somerset Area School District	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide best practices of instruction in math		<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. 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. <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. 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>,
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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	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Kindergarten Early Learning Standards• Mathematics

Follow-up Activities	Evaluation Methods
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|--|--|
| <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• Journaling and reflecting | <ul style="list-style-type: none">• 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• Review of written reports summarizing instructional activity• Portfolio |
|--|--|

Status: Not Started — Overdue

Goal: Provide for the learning needs of a diverse population of learners

Description: The number of special education students who are proficient or advanced on the PSSA will increase each year.

Strategy: Analyze gifted and high achieving student scores to direct student groupings and develop curriculum

Description:

Activity: Provide continued differentiated instruction strategies to meet the needs of gifted and high achieving students

Description:

Person Responsible Timeline for Implementation Resources

David Pastrick	Start: 1/1/2009	\$18,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Gather PSSA data for English Language Learners

Description: PSSA data for English Language Learners will be analyzed to determine instructional needs.

Activity: The District will provide annual staff development for teachers of English Language Learners

Description:

Person Responsible Timeline for Implementation Resources

David Pastrick	Start: 1/1/2009	\$3,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Reading Proficiency

Description: By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of reading. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement.

Strategy: Coordinate reading with writing across curriculum initiatives

Description:

Activity: District Program of Differentiated Supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	\$60,000.00

Professional Development Activity Information

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1.00	18	120

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Somerset Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Knowledge and skills necessary to provide best practices of instruction in reading

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

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 • Journaling and | <ul style="list-style-type: none"> • 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 • Review of written reports summarizing instructional activity • Portfolio |
|--|---|

reflecting

Status: Not Started — Overdue

Strategy: Implement "best practices" in reading through differentiated instruction and differentiated supervision models of instruction and supervision

Description:

Activity: Develop and implement a district program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	18	120
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Somerset Area School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide best practices of instruction in reading

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

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 	<ul style="list-style-type: none"> • 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

- 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
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Strategy: The district will employ technology to enhance reading skills

Description: Assess and enhance reading skills with such programs as “Compass Reading”, “Study Island”, and “SRI/SRC”. 4-Sight and Waterford.

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	-

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1.00	18	120

Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Somerset Area School District

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Skills and knowledge necessary to provide best practices of instruction in reading

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.
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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	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Kindergarten Early Learning Standards

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

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 • Journaling and reflecting 	<ul style="list-style-type: none"> • 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 • Review of written reports summarizing instructional activity • Portfolio

Status: Not Started — Overdue

Strategy: The district will provide professional development in reading instruction

Description: Provide high quality professional development for professional staff in the areas of reading instructional strategies, including reading across the curriculum.

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
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Mrs. Krista Mathias

Start: 8/31/2009
Finish: 8/26/2013

\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	18	120
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Somerset Area School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide best practices of instruction in reading

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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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	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Kindergarten Early Learning Standards

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• Journaling and reflecting | <ul style="list-style-type: none">• 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• Review of written reports summarizing instructional activity• Portfolio |
|--|--|

Status: Not Started — Overdue

Goal: Science Proficiency

Description: By the year 2014, all students in the Somerset Area School District will perform at the proficient or advanced level in the subject area of science. Proficiency will be defined by the State of Pennsylvania AND by the growth model of measuring student achievement.

Strategy: Create a problem - solving approach to science

Description:

Activity: District Program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	-

Professional Development Activity Information

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Somerset Area School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide best practices of instruction in science		<i>For classroom teachers, school counselors and education specialists:</i>
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- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology • Kindergarten Early Learning Standards

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"> • 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 • Review of written reports summarizing instructional activity • Portfolio

- Journaling and reflecting

Status: Not Started — Overdue

Strategy: Establish a writing - in - science approach

Description:

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

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1.00	18	120

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Somerset Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills and knowledge necessary to provide best practices of instruction in science		<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.

- 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

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 	<ul style="list-style-type: none"> • 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 • Review of written reports summarizing instructional activity • Portfolio
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- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Status: Not Started — Overdue

Strategy: Provide Professional Development opportunities for staff

Description:

Activity: District program of differentiated supervision

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible	Timeline for Implementation	Resources
Mrs. Krista Mathias	Start: 8/31/2009 Finish: 8/26/2013	\$12,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	18	120

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Somerset Area School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills and knowledge necessary to provide best		

For classroom teachers, school counselors and education specialists:

practices of instruction in science

- 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology • Kindergarten Early Learning Standards

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as |
|--|---|

- 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

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
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

***Goal:* Staff Technology Literacy**

Description: By the year 2014, the staff of the Somerset Area School System will acquire the necessary skills to integrate technology where appropriate across the K-12 curriculum

***Strategy:* Staff Technology Teams**

Description: The district will identify two to three staff members to provide technology assistance for the instructional staff of each building

***Activity:* District Plan of Differentiated Supervision**

Description: All teachers will participate annually in a program of differentiated supervision. Each teacher will participate in an activity, at the approval of his or her principal or supervisor, that will allow the teacher to achieve the satisfaction of his or her annual review and hours toward Act 48 period completion. Teachers will have the opportunity to define activities such as action research, curriculum and assessment development, peer coaching, portfolio development, and study group participation. Each activity will be designed to provide development of best practices of instruction and the accomplishment of District strategic goals.

Person Responsible

Timeline for Implementation

Resources

Mrs. Krista Mathias

Start: 8/31/2009
Finish: 8/26/2013

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	18	120
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Somerset Area School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Skills and knowledge necessary to provide the use of technology in the best practices of instruction in all academic areas

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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • 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 • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • 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 • Review of written reports summarizing instructional activity • Portfolio |
|---|---|

Status: Not Started — Overdue

Annual Review Process

Professional Education Action Plan — Annual Review Process

The Professional Education Plan of Somerset Area School District is based on the needs of the students and community which are determined through assessed and expressed needs. As a result, the Professional Education Plan was developed to fluctuate as the needs of the community change. Professional Development options provided to teachers, through district offered opportunities or through self-directed opportunities, are flexible enough to provide meaningful experiences that will result in growth, yet can be aligned to district goals as areas of focus change.

Supervisory staff will be responsible for the implementation of the Professional Education Plan within their buildings and assignment areas. By having access to direct implementation procedures, concerns, and strengths, the supervisory staff will be able to best conduct a mid-year evaluation upon the first year of implementation.

An annual review of district goals will be completed each year by administrative members. The review will be based upon assessment data, progress towards current goals, expressed needs of the community, and professional education survey data as collected by the Professional Education Committee. Adjustments to district goals will occur as necessary. This information will then be disseminated to the community and staff and will be aligned with future professional development opportunities.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Appendix B

Entity Information Page

Entity: Somerset Area SD

Address:

645 S Columbia Ave Ste 110
Somerset, PA 15501-2511

Superintendent or Chief Administrative Officer: David Pastrick

E-mail: dpastr@sasd.us

Telephone: 814-444-3218

Fax: 814-443-1964

Professional Education Committee Chairperson: Erick Fish

E-mail: efish@sasd.us

Telephone: 814-444-8455

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Act 48 Reporting Contact: Krista Mathias

E-mail: kmathi@sasd.us

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