

## **ARIN Intermediate Unit**

### **Act 48 Professional Education Plan 2004-2007**

**Developed by the ARIN Professional Education Committee**

#### **1. Description of Development Team**

The Professional Education Committee was established to develop ARIN Intermediate Unit's Professional Education Plan. Ms. Patricia A. Garner, Curriculum Coordinator, coordinates the work of the committee. The Professional Education Plan Committee met and moved through several stages in the development of this plan: (1) Review of the Pennsylvania Department of Education's Act 48 Professional Education Plan Guidelines, (2) Review of the 2000-2004 ARIN Intermediate Unit's Professional Education Plan, (3) Discussion of the needs of ARIN's professional staff, (4) Revision of the existing plan based on determined needs, and (5) Alignment of revisions to PDE's Professional Education Plan Checklist. Once all required plan components were addressed, a draft of the plan was made available to the professional staff for review and comment. The Committee verification that the components were addressed is located in Appendix B – Professional Education Plan Checklist. The Committee determined that there was no need for subcommittees in the construction of this plan; however, a sub-committee was created to work on ARIN's Teacher Induction Plan that is due by June 30, 2005.

The Professional Education (PE) Plan Design Team is comprised of organizational, parent, community, and business representatives and includes all groups required by the guidelines. Members of the ARIN Education Association selected ARIN teachers and educational specialists, while members of ARIN's administration chose administrators. The ARIN Board of Directors appointed parents, local business, and community representatives.

The members of the ARIN Professional Education Plan Committee are:

Administrative Representatives:	Ms. Elizabeth Duncan Dr. John Smith
Business Representatives:	Mr. Dana Henry Ms. Christine O'Donnell
Community Representatives:	Ms. Lillian Clemons Dr. Thomas Meloy
Educational Specialist Representatives:	Ms. Lisa Anderson TBA
Parent Representatives:	Ms. Terri Medvetz Ms. Robin Montagnino
Teacher Representatives:	Ms. Linda Graves Ms. Nancy Jones
Plan Coordinator:	Ms. Patricia A. Garner

## 2. Description of the Needs Assessment

There were several tools used to gather information as to the needs of the professional staff. First of all, the Committee identified and discussed federal and state initiatives about which teachers must be knowledgeable. Then, suggestions gathered from workshop and professional development activity evaluation sheets completed by professional staff members were considered as were needs identified by district superintendents and curriculum coordinators for local professional staff through the Superintendents' Advisory Council (SAC) and Curriculum Council (CC). In addition, the professional staff was surveyed for input based on a draft of the plan with revisions based on plan guidelines and the aforementioned sources of ideas. Both hard copy and electronic versions with revisions highlighted could be accessed by the staff during this process. The Committee felt this was a prudent approach as the existing plan was basically sound and reflected many continuing needs.

Six focus goals areas were targeted. They are:

- PA Academic Standards / Impact of No Child Left Behind (NCLB)
- Technology
- Student Learning / Student Progress
- Pedagogy
- Positive Support of Student Behavior
- PDE Required Professional Development Goals

Of these focus areas, the first four are intentional carryovers from the previous plan. The fifth focus area, "Positive Support of Student Behavior," was added, as were "Impact of No Child Left Behind" and "Student Progress" to define further the direction of professional development. Copies of the tools used to determine needs are included in this report (Appendix A).

## 3. The Professional Education needs/goals and the continuing professional options to achieve the goals and objectives.

As indicated in Section 2, five focus goals emerged from discussions as primary considerations for the PE Design Team. These five goal areas created the base for five professional development objectives for ARIN's Professional Education Plan:

### **Objectives: (ARIN's Professional Education Plan is designed to...)**

1. Support the achievement of the Pennsylvania Academic Standards and the implementation of No Child Left Behind by providing professional staff with training opportunities relating to each
2. Provide opportunities for all staff to develop and improve technology skills
3. Provide all staff members with training opportunities to enable all students to meet PA Academic Standards, and to measure and document student progress

4. Provide opportunities for all staff to maintain professional certification and enhance professional performance
5. Provide opportunities for staff to develop and enhance skills in positive behavior support
6. Provide training opportunities for staff
  - a. To enable students with limited English proficiency and/or students who are English language learners to meet the academic standards and succeed in school,
  - b. To understand the requirements of Section 16.5 of the Chapter 16 Special Education for Gifted Students, and
  - c. To meet the requirement of Section 1205.4 of Act 91 of 2000 that school entities offer cardiopulmonary resuscitation training (CPR) on site at least once every three years.

The ARIN Intermediate Unit PE Plan is based upon a philosophy that encourages our professional educators to identify activities (a one hour minimum is required) that will affect positively their skills and thus, their ability to influence an increase in student achievement. Each professional educator is encouraged to discuss specific training needs with his/her supervisor as he/she chooses courses and/or activities to improve his/her skills. Supervisor pre-approval of all activities that are provided during work time is required.

The following is a listing of the options that may be utilized in order for ARIN's professional educators to meet their Act 48 requirements. *Please note that professional staff who receive remuneration for an eligible Act 48 activity (e.g., teaching college course, supervising student teachers, presenting a workshop, etc.) would be required to pay any fees normally charged by ARIN for registering Act 48 hours.*

1. Collegiate studies taken for credit.
2. Continuing Professional Education (CPE) courses taken for credit (previously known as In-service Credit courses);
3. Approved Continuing Education Units (CEU);
4. Other pre-approved programs, activities or learning experiences taken for credit or activity hours to include:
  - i. Participation in professional conferences, workshops, and training sessions;
  - ii. Educator-in-the-Workplace activities;
  - iii. Review, redesign, and restructuring of curriculum, school programs, organizations, and functions as determined by the school entity;
  - iv. In-service programs that comply with the ARIN IU 28 Act 48 Professional Education Plan criteria;
  - v. Special education activities for all professional educators;
  - vi. Programs, activities, or learning experiences sponsored by the Pennsylvania Department of Education, intermediate units, Pennsylvania school entities, and professional organizations;

- vii. Preparation of Continuing Professional Education experiences related to standards (i.e., college/university course instruction, in-service or workshop sessions for school districts, the Pennsylvania Department of Education, professional conferences, or intermediate units; and guest lectures in college/university courses). A ratio of 2:1 hours of work in preparation for the presentation, then 1:1 hours in terms of preparation of repeat or adapted presentations.
- viii. Teaching undergraduate or graduate courses at an approved college/university (90 hours for first time; 45 hours for repeat);
- ix. Activities and experiences related to current educational issues, certification, general pedagogy, and the goals identified in the IU's Professional Education Plan, and/or an individual's needs and goals;
- x. Activities for teachers, educational specialists, and administrators, (e.g., Curriculum Council, Technology Advisory Council, Special Education Procedural Safeguards, Local Interagency Coordinating Council, Drug and Alcohol Council, Transition Council, and other programs, activities, or learning experiences occurring on a regular basis throughout the school year);
- xi. Student Teacher/Student Intern Supervision and supervision of school psychologists (30 Act 48 hours for a full semester; 15 hours for half a semester);
- xii. Induction activities;
- xiii. Action research, which involves observing innovative practices in the field, and then implementing them in the classroom;
- xiv. Study groups;
- xv. Program/department training with a specific professional development agenda;
- xvi. Individualized projects/pilot programs – Individualized projects/pilot programs are defined as individually-created projects designed to improve instruction and/or student achievement. The purpose, procedures, and timeline to be followed in order for successful completion and awarding Act 48 credit will be determined collaboratively by the individual and supervisor prior to the beginning of the project.
- xvii. Parent involvement planning and design programs – Parent involvement planning and design programs are specialized training programs involving parents (or the promotion of parental involvement) in their child's educational process.
- xviii. Online courses; and,
- xix. Distance learning staff development (e.g., teleconferences, videoconferences).

#### **4. List of providers, courses, programs and activities**

The following list includes, but is not limited to, approved providers for the ARIN Intermediate Unit. Also, other professional agencies that address the goals, objectives and identified needs of the plan are approved as well.

- i. Providers approved by local school entities;
- ii. Pennsylvania Intermediate Units;
- iii. Pennsylvania school entities (charter schools, private schools);
- iv. The Pennsylvania Department of Education;
- v. Providers approved by Pennsylvania Department of Education;
- vi. Providers approved by Pennsylvania Intermediate Units;
- vii. Pennsylvania universities and colleges such as Indiana University of Pennsylvania, the University of Pittsburgh, Duquesne University, Carnegie Mellon University, etc., as well as out-of-state colleges and universities;
- viii. Agencies that have formed school/business partnerships with ARIN Intermediate Unit (e.g., Vision, Junior Achievement, the local bar association, the Indiana Gazette, the Chamber of Commerce, etc);
- ix. Subcontractors (paid or not paid) who are providing services that meet the identified needs which have been identified as needs in the plan;
  
- x. Any and all providers as approved by the ARIN Board of Directors;
- xi. Local/state trade and technical organizations;
- xii. Outside human provider services [(e.g.: Office of Vocational Rehabilitation (OVR), Mental Health/Mental Retardation (MH/MR), Bureau of Vision Services (BVS), and Social Security Administration (SSA)];
- xiii. State and national professional organizations who have pre-approved programs which they sponsor, e.g.:
  - Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)
  - American Psychological Association (APA),
  - American Speech, Hearing and Language Association (ASHA),
  - Association for Supervision and Curriculum Development (ASCD),
  - Association of School Psychologists of PA (ASPP)
  - Council for Exceptional Children (CEC),
  - National Association of Elementary School Principals (NAESP),
  - National Association of School Psychologists (NASP),
  - National Association of Secondary School Principals (NASSP),
  - Pennsylvania Association for Supervision and Curriculum Development (PASCD),
  - Pennsylvania Association of Elementary and Secondary School Principals (PAESSP),

- Pennsylvania Association of Private School Administrators (PAPSA)
  - Pennsylvania Association of School Administrators (PASA),
  - Pennsylvania Association of School Business Officials (PASBO),
  - Pennsylvania Association for Gifted Education,
  - Pennsylvania Chemical Abuse Certification Board (PCACB),
  - Pennsylvania Intermediate Units (PAIU),
  - Pennsylvania Partnership for Professional Development Network (TriPDN)
  - Pennsylvania Psychological Association (PPA),
  - Pennsylvania School Boards Association (PSBA),
  - Pennsylvania Speech and Hearing Association (PSHA),
  - Pennsylvania Staff Development Council (PSDC),
  - Pennsylvania State Education Association (PSEA),
  - Pennsylvania Training and Technical Assistance Network, and,
  - Western Psychiatric Institute and Clinic
- xiv. ARIN Intermediate Unit Adult Education/English-as-a-Second-Language (ESL) Program.

## 5. Action Plans:

### ACTION PLAN 1

**Objective 1:** Support the achievement of the Pennsylvania Academic Standards and the implementation of No Child Left Behind by providing professional staff with training opportunities relating to each.

#### Specific Needs:

- Connecting IEP goals and objectives with PA Academic Standards
- Examining assessment approaches that align with PA Academic Standards

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Develop and offer CPE courses that identify ways to meet PA Academic Standards in the classroom	All Professional Educators	Teachers Supervisors Consultants	ARIN Curriculum Director	2004-2007	Instructor Assessments Observation PDE-3527
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators toward the improvement of student achievement	All Professional Educators	Teachers Supervisors	Teachers Supervisors	2004-2007	Formative & Summative Evaluations
Collaborate with community, business, and higher education to construct authentic learning experiences	All Professional Educators	Teachers Supervisors Consultants	Supervisors	2004-2007	Summative Program Evaluations
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	Supervisors	Supervisors	2004-2007	Discussion Observation
Participate in Video & Teleconferences offered by PDE and other approved providers	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Program or Conference Evaluations

**ACTION PLAN 2**

**Objective 2:** Provide opportunities for all staff to develop and improve technology skills.

**Specific Needs:**

- Using distance learning, using database and spreadsheet software
- Using technology for adaptations
- Creating web pages

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Develop and offer CPE courses that provide the appropriate technology training (Microsoft Access, Microsoft Excel, web page development, Powerpoint)	All Professional Educators	Teachers Supervisors Consultants	ARIN Curriculum Director	2004-2007	Instructor Assessments Observation PDE-2827
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators toward the improvement of student achievement	All Professional Educators	Teachers Supervisors	Teachers Supervisors	2004-2007	Formative & Summative Evaluations
Collaborate with community, business, and higher education to construct authentic learning experiences	All Professional Educators	Teachers Supervisors Consultants	Teachers Supervisors Consultants	2004-2007	Summative Program Evaluations
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	Supervisors	Supervisors	2004-2007	Discussion Observation
Participate in Video & Teleconferences offered by PDE/ approved provider	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Program or Conference Evaluations

**ACTION PLAN 3**

**Objective 3:** Provide all staff members with training opportunities to enable all students to meet PA Academic Standards, and to measure and document student progress.

**Specific Needs:**

- Differentiating instruction to address the needs of all learners
- Developing strategies to encourage students to engage in lifelong learning
- Utilizing specific subject strategies and techniques with emphasis on mathematics, reading, and writing.
- Developing understanding of and skills relating to data driven decision-making

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Develop and offer CPE courses that identify ways to meet PA Academic Standards in the classroom	Teachers Supervisors	Teachers Supervisors Consultants	ARIN Curriculum Director	2004-2007	Instructor Assessments PDE-2827
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators toward the improvement of student achievement	Teachers Supervisors	Teachers Supervisors	Teachers Supervisors	2004-2007	Formative & Summative Evaluations
Collaborate with community, business, and higher education to construct authentic learning experiences	All Professional Educators	Teachers Supervisors Consultants	Supervisors	2004-2007	Summative Program Evaluations
	All Professional Educators	Supervisors	Supervisors	2004-2007	Discussion Observation
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Program or Conference Evaluations
Participate in Video & Teleconferences					

offered by PDE/ other approved providers					
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**ACTION PLAN 4**

**Objective 4:** Provide opportunities for all staff to maintain professional certification and enhance professional performance.

**Specific Needs:**

- Expanding techniques to teaming effectively
- Communicating effectively with parents
- Exploring legal issues for educators

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Publicize the availability of a wide range of training opportunities	All Professional Educators	Supervisors Administrators	Supervisors Administrators	2004-2007	Observation
Include pertinent topics in program agendas (offer CPR training every three years)	All Professional Educators	Supervisors Administrators Specialists	Supervisors Administrators	2004-2007	Observation
Develop and offer CPE courses that address the identified needs	All Professional Educators	Teachers Supervisors Consultants	ARIN Curriculum Director	2004-2007	Observation PDE-3527 Instructor Assessments
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators	All Professional Educators	Teachers Supervisors	Teachers Supervisors	2004-2007	Formative and Summative Assessments  Discussion Observation
Collaborate with community, business, and higher education to construct authentic learning experiences	All Professional Educators	Teachers Supervisors Consultants	Supervisors	2004-2007	Summative Program Assessments
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Discussion Observation

**ACTION PLAN 5**

**Objective 5:** Provide opportunities for staff to develop and enhance skills in positive behavior support

**Specific Needs:**

- Classroom management and organization strategies
- Motivational strategies to use with students

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Develop and offer CPE courses that identify ways to meet PA Academic Standards in the classroom	Teachers Supervisors	Teachers Supervisors Consultants	ARIN Curriculum Director	2004-2007	Instructor Assessments PDE-2827
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators toward the improvement of student achievement	Teachers Supervisors	Teachers Supervisors	Teachers Supervisors	2004-2007	Formative & Summative Evaluations
Collaborate with community, business, and higher education to construct authentic learning experiences	All Professional Educators	Teachers Supervisors Consultants	Supervisors	2004-2007	Summative Program Evaluations
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	Supervisors	Supervisors	2004-2007	Discussion Observation
Participate in Video & Teleconferences offered by PDE and other approved providers	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Program or Conference Evaluations

**ACTION PLAN 6**

**Objective 6:** Provide training opportunities for staff

- a. To enable students with limited English proficiency and/or students who are English language learners to meet the academic standards and succeed in school,
- b. To meet the needs of gifted students in compliance with the requirements of Section 16.5 of the Chapter 16 Special Education for Gifted Students, and
- c. To meet the requirement of Section 1205.4 of Act 91 of 2000 that school entities offer cardiopulmonary resuscitation training (CPR) on site at least once every three years.

**Specific Needs:**

- Strategies for accommodating LEP/ELL learners in the regular ed classroom
- Clarification of Chapter 16 and the Gifted Guidelines
- Certification or re-certification in CPR

Actions	For Whom	By Whom	Person Responsible	Timeline	Evaluation
Include PDE-required professional education training topics in program agendas --ELL/LEP annually --Gifted annually --CPR at least once every three years	All Professional Educators	Supervisors Administrators Specialists	Supervisors Administrators	2004-2007	Summative program assessments
Identify activities (workshops, conferences and other forms of training) that will offer assistance to educators	All Professional Educators	Supervisors Specialists Administrators	ARIN Curriculum Director	2004-2007	Summative program assessments
Encourage self-selection of training that meets Act 48 criteria	All Professional Educators	All Professional Educators	All Professional Educators	2004-2007	Summative Program Assessments

## **6. Description of the process for reviewing and amending the plan annually**

The Professional Education Plan Committee previously described in this document will continue to meet throughout the three-year period covered by this plan. Yearly reviews will be conducted for the purpose of evaluating continuing professional education activities for amendments to Act 48 Plan. These reviews will include: the monitoring of continuing 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.

The Continuing Professional Education Learning Experience Evaluation Form (PDE –3527) (Appendix C) will be used to help determine the impact of continuing professional education activities and to suggest follow-up opportunities. Other evaluation forms will be reviewed and utilized throughout the life of the plan.

## **7. Evidence that the plan meets the professional education criteria**

We believe that the content and design of our continuing professional education plan should be determined by the learning needs of our professional staff; ARIN's organizational needs; and, changing federal and state policies and initiatives. Therefore, we utilized much of the information developed from ARIN's needs assessment to determine content and timelines for our continuing professional education offerings. Specific order and content of professional development offerings will be reviewed by the Professional Education Plan Committee, which will meet regularly.

It is our intention to utilize much of the current research, which explains how adults learn and involve our professional staff in active learning situations. This approach necessitates learning structures that introduce not only new theory or methodology, but emphasize participant involvement through discussion groups, problem-solving, guided practice, reflection, application and collegial support. Our overall intent is to integrate changes suggested by current research into daily practice. The criteria of specific offerings will be determined by the needs of the professional staff involved.

The ARIN Professional Education (PE) Plan strikes a balance between content, pedagogy and other skills needed, and meets the following professional education criteria:

- Is related to attainment of the Pennsylvania Academic Standards and high-quality instruction.
- Is planned to address the needs of a school entity and its professional employees.
- Has clear and concise, written content- and skill-based competencies.
- Includes content and instructional methods that are appropriate for the intended competencies to be mastered.

- Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
- Is research-based, data-driven and contributes to measurable increases in student achievement.
- Provides sufficient support and resources to enable individuals to master new skills.
- Contributes to building learning communities and continuous improvement.
- Requires that participants demonstrate attainment of the competencies.
- Is evaluated by participants.

Evidence that professional education criteria are matched to activities will be monitored through the use of the Act 48 Continuing Professional Education (CPE) Activity Validation Checklist (Appendix C).

