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# Pennsylvania Department of Education

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

## **Professional Education Report** **Monday, June 09, 2008**

**Entity:** Sayre Area SD  
**Address:** Intersection of State Rte 1056 and 1067  
Sayre, PA 18840  
**Phone:** (570) 888-7615  
**Contact Name:** Dean Hosterman

## Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Eric Knolles	High School	Regular Education Teacher	Elected by Peers
Charles Carver	Business Owner	Business Representative	Board of School Directors
Christine Davis	Parent	Parent	Board of School Directors
David Zimmerman	Elementary	Elementary School Teacher	Elected by Peers
Dean Hosterman	Superintendent	Administrator	Elected by Peers/Board of School Directors
Deborah Wheeler	Community Member	Community Representative	Board of School Directors
Debra Agnew	Parent	Parent	Board of School Directors
Debra Moore	School Psychologist	Ed Specialist - School Psychologist	Elected by Ed. Specialists
Gary Webster	Board Member	Board Member	Board of School Directors
Jeff Paul	Business Owner	Business Representative	Board of School Directors
Jeffrey Agnew	Business Owner	Business Representative	Board of School Directors
Karen Rockwell	Parent	Parent	Elected by Peers
Mary Cole	High School	Regular Education Teacher	Elected by Peers
Michelle Murrelle	Elementary School Administrator	Administrator	Elected by Peers
Paul Stropko	Elementary School	Special Education Teacher	Elected by Peers
Robin Munn	Elementary	Elementary School Teacher	Elected by Peers
Samuel Cessna	Secondary School Administrator	Administrator	Elected by Peers
Samuel Moore	Community Member	Community Representative	Board of School Directors
Shirley Allis	High School	Special Education Teacher	Elected by Peers
Stacy Richmond	School Guidance Counselor	Ed Specialist - School Counselor	Elected by Ed. Specialists
Sue Hawthorne	Community Member	Other	District

## Needs Assessment

The needs assessment for the professional development plan was conducted by collecting information from several sources. Student data was reviewed, perceptual surveys were distributed and compiled and teachers were surveyed regarding their interest and level of need

for training. Perception surveys were distributed to different populations including the following groups: Jr-Sr high school faculty, elementary faculty, elementary and secondary students, parents and members of the community. The surveys were made available to all groups online and on paper copy. The 2007 PSSA scores for every grade level that took the assessment in reading and math were reviewed by the team. The team also looked at demographics and funding as part of their study. The perception surveys administered to students indicated that most of the students were generally satisfied with their school and the educational services it provides. The teachers were surveyed regarding their needs and interests from a professional development standpoint. The teachers completed a survey which asked them to rate the importance of different strategies, interventions and skills that would improve student achievement and improve scores of the PSSA. The results were compiled separately for elementary and high school teachers. Teachers were asked to respond as to which of the professional development areas listed would best help the district to accomplish its AYP goals.

The Sayre Area School District assessed the educational and staff development needs of the school district, professional staff, students and community. The following resources were utilized in this needs assessment:

- Strategic Plan and related surveys/focus group data
- Standard and Poors (S&P) School Evaluation Services
- School profiles
- State Standards
- PSSA data and district standardized test scores
- Previous Act 48 Plan, Induction Plan, and prior staff development activities
- Staff development research and literature
- Compliance reviews and audits (e.g. special education, Title I)
- State surveys and reports
- Staff needs assessments completed
- Other school district Strategic Plans, Act 48 plans and needs assessment instruments
- School improvement plans
- Safe and Drug Free Schools surveys and reports
- Regional business surveys
- Technology plans
- Staff conference/seminar and course requests
- District goals
- Staff evaluations
- Internal performance indicators (e.g. failure rates, honor rolls, attendance statistics)
- State and federal requirements identified in the Act 48 Professional Education Plan Guidelines and other sources (e.g. No Child Left Behind, Safe Schools, etc.)

A review of the information collected from the aforementioned sources resulted in an identification of the following major categories of professional education needs:

- Aligning curriculum and assessment with Academic Standards

- Implementing instructional strategies and assessment practices that result in increased student achievement of academic standards
- Utilizing remedial techniques and strategies for students not obtaining grade level benchmarks for standards areas
- Developing and utilizing a wide variety of authentic assessment techniques for determining student achievement
- Understanding and utilizing standards-based assessments to modify teaching strategies
- Developing and utilizing performance standards
- Constructing and evaluating rubrics
- Developing and implementing cross-disciplinary instruction
- Differentiating instruction to meet learner needs and styles
- Utilizing effective techniques for grouping
- Integrating the technology as an instructional tool across the curriculum
- Understanding and applying special education rules and regulations
- Utilizing effective approaches to classroom management, discipline and motivation
- Developing and implementing career exploration and school to career opportunities and experiences
- Developing and implementing instructional opportunities and experiences which represent the world beyond school
- Increasing the capacity of professional staff to provide effective instruction to limited English proficient students/English language learners and gifted students as requested by the Department of Education as needed
- Increasing the quality and quantity of active, positive parent involvement in students' education and the school community
- Increasing the capacity of administrators to provide instructional leadership
- Increasing the capacity of administrators to effectively evaluate staff
- Implementing health care techniques and assessment practices that result in approved student and staff well-being
- Accessing and successfully working with agencies to accommodate student needs
- Obtaining first aid, CPR training, crisis intervention training, SAP training, emergency preparedness training, etc.

From these needs, the Professional Education Committee identified Professional Education Goals for the District to work towards over the next three years (2008-2010). In order to assist the professional staff of the District to meet these goals, the Professional Education Committee will provide targeted staff development opportunities through programs held on the District's contracted in-service days, Act 80 days, after school hours and during summer. These staff development opportunities are outlined in the Action Plan section of this Plan.

In addition, Sayre Area School District professional staff may draw on the professional education offerings of PDE and PDE-approved providers and will receive district support and approval for participation in these and other appropriate activities as determined and governed by this plan and the bargaining unit contract.

## **Professional Education Action Plan**

**Goal: Mathematics**

*Description:* By the year 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

**Strategy: Assessment of Math Data, Adaptation of Instruction and Progress Monitoring in All Grades**

*Description:* A team will continue to analyze Math data for every grade from 3 through 12 using the PSSA and local standardized assessment/test. The team will complete a data review and set Math goals for grades from 3 through 12. This plan will be part of the first and second years of the Strategic Plan.

*Activities:*

Activity	Description	
Administrative leadership role in analyzing student achievement data in Math	The Inspired Leader Program	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$100.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
5	6	5
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Intermediate Unit #17	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
The administrators will learn how to analyze data to improve student achievement on PSSA tests. The team will learn to create a plan for sharing the district and building level data with others and will build an annual district-wide data analysis plan tailored to individual district needs.	The course objective is to help administrative teams to development structures to support ongoing analysis of grade/content specific data directly impacting classroom instruction.	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

		<ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Principals / asst. principals</li> </ul>		<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of written reports summarizing instructional activity</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Data Retreat for District Administrators	The administrative team comprised of 5 staff will attend a two day data retreat to learn effective practices of data analysis which will lead to improved student achievement in Math	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$100.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
4	2	5
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Intermediate Unit #17 and PDE	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The administrators will learn how to analyze data to improve student achievement on PSSA tests. The team will learn to create a plan for sharing the district and building level data with others and will build an annual district-wide data analysis plan tailored to individual district needs.</p>	<p>The course intends to help administrative teams to develop structures to support ongoing analysis of grade/content specific data directly impacting classroom instructions.</p>	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>		<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> </ul>		<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>	

<ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	
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**Strategy: Remedial Instruction in Math**

*Description:* Students will be provided with remedial opportunities to improve their Math scores to proficient or advanced on the PSSA

*Activities:*

Activity	Description	
Advanced college level coursework will be approved in specific areas that will affect student achievement in Math	Coursework at higher educational institutions will be approved for reimbursement in the following specific areas: meeting the diversified needs of learners, skills that promote high quality instruction based on the goals outlined in Chapter 4, data analysis, enhancement of content in the area of certification or math, how to access and use data, parents as community partners, curriculum alignment with the PA standards, building literacy or math specific content and other courses in areas specifically noted in the PDE Act 48 Guidelines.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: 4/16/2008 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
36	15	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Elmira College, Lock Haven University, Mansfield University, Penn State University, Wilkes University and any other higher education institutions that offer courses outlined in this section. They will all require approval of the superintendent.	<ul style="list-style-type: none"> <li>• College</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The skills as outlined as allowable professional development activities and courses in the Act 48 Guidelines.	Research indicates that high quality education requires quality teachers and teaching skills in all	<i>For classroom teachers, school counselors and education specialists:</i>

	classrooms.	<ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for</li> </ul>
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		effective results.
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>	

**Goal: Pupil Personnel**

*Description:* Increase student attendance

**Strategy: Student Attendance**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

*Activities:*

Activity	Description	
Wellness Activities	Student wellness activities promote increased attendance of students in school. Ongoing inservice will be offered to faculty and support staff to promote healthy lifestyle and increased exercise among students to combat childhood obesity and promote better attendance as well as academic performance. Student lifestyle, academic performance and attendance are all related.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Dean Hosterman	Start: 4/16/2008	\$2,000.00

	Finish: N/A	
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	1	100
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sayre Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>To reinforce the Sayre Area School District Wellness Policy, the Wellness Committee will promote the following:</p> <ul style="list-style-type: none"> <li>- increase in school attendance rate at all levels</li> <li>- increase in physical activity among student population</li> <li>- increase healthy lifestyle choices</li> <li>- combat student obesity</li> </ul>	<p>Healthy students perform better academically and behaviorally.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Health, Safety and Physical Education</li> <li>Family and Consumer Sciences</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> <li>Lesson modeling with mentoring</li> <li>Journaling and</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Data (Data is readily available at the end of each year)</li> <li>Student Obesity Rate (Data is readily available each year through the school health offices)</li> </ul>	

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**Goal: Reading**

*Description:* By 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

**Strategy: Remedial Instruction in Reading**

*Description:* Teachers will learn to implement research based strategies and to adopt instruction in order to improve reading skills.

*Activities:*

Activity	Description	
Pilot: Team meetings and AIMSWEB training for primary elementary reading and language arts	Primary level teachers will be trained to use this data assessment and data management system to improve student achievement in reading and language arts.	
Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: 4/16/2008 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
1	8	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to collect and analyze reading and language arts data on an ongoing basis. They will also increase skill in the area of adapting instruction and progress monitoring for optimal student achievement.	The research indicates that schools need to become data driven.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills</li> </ul>

		<p>needed to analyze and use <u>data</u> in instructional decision-making.</p> <ul style="list-style-type: none"> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Kindergarten Early Learning Standards</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

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Activity	Description
Study Island	Study Island is a web-based state assessment preparation program that is based on academic standards. This program is used as a supplementary program to the regular curriculum. The staff that use these intervention programs will be trained in the most effective use of the programs to promote student achievement in reading and language arts.

Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: 4/16/2008 Finish: N/A	\$5,000.00

**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	2	20
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Sayre Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teachers will need to learn how to use the technology and data applications of the software to best benefit student achievement in reading and language arts.	Extended classroom and school day opportunities for learning have proved beneficial to increased student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and</li> </ul>
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		<p>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.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a culture of <u>teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>	

<b>Activity</b>	<b>Description</b>	
Wilson Reading Program	Special Education teachers will be trained in the use of the Wilson Reading Program to improve student achievement in reading.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Debra Moore	Start: 4/16/2008 Finish: N/A	\$2,000.00
<b>Professional Development Activity Information</b>		

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
4	2	5
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Sayre Area School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
A research based strategy that is recommended for teachers working with students who have IEP's.	A research based comprehension program that improves student achievement in reading.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content,</li> </ul>	

lesson implementation outcomes, with involvement of administrator and/or peers <ul style="list-style-type: none"> <li>• Creating lessons to meet varied student learning styles</li> </ul>	pedagogy and standards, classroom environment, instructional delivery and professionalism. <ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>
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**Goal: Technology Integration**

*Description:* Fully integrate technology into both the instruction and operation areas of the Sayre Area School District.

**Strategy: Professional Development**

*Description:* Teachers will be given instruction on integrating technology in their classrooms

*Activities:*

Activity	Description	
Inservice Training with Technology	Teachers will be trained with technology in the following areas: Item Analysis, Promethean Boards, Taking It Global, Skype, Photostory 2, Google Does, Google Earth	
Person Responsible	Timeline for Implementation	Resources
Samuel Cessna	Start: 5/8/2008 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
2	30	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> <li>• School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn about various technologies that the school offers, and teachers will utilize these to make their classrooms more advantageous.	Technology helps and assists teachers in being effective in the classroom.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to</li> </ul>

		<p><u>analyze and use data</u> in instructional decision-making.</p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>

discussions	
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### **Annual Review Process**

The Professional Education Plan of the Sayre Area School District will be reviewed and evaluated mid-year and at the end of the school year by the Professional Education Committee. The review will include:

- Evaluation of the goals, strategies, activities, delivery system, and attainment of competencies
- Monitoring of continuing professional education plan
- Determination of emerging needs through surveys with special attention to include parent and community input
- Selection of learning strategies, activities, and providers
- Review of evaluations of continuing professional activities, along with the results of state and local assessments

Specific areas that will be assessed will include differentiated learning, data-driven instruction, the implementation of research-based instructional practices, and assistance for struggling learners. The five levels of evaluation for a professional development program will be incorporated into the annual program review and revision as follows: student outcomes, participants' use of new knowledge and skills, participants' learning, participant reaction and organization support and change.

## APPENDIX B

### ENTITY INFORMATION PAGE

**Entity:** Sayre Area SD

**Address:**

Intersection of State Rte 1056 and 1067  
Sayre, PA 18840

**Superintendent or Chief Administrative Officer:** Dean W. Hosterman

**E-mail:** dhosterman@sayresd.org

**Telephone:** 570-888-7615

**Fax:** 570-888-8248

**Professional Education Committee Chairperson:**

**E-mail:**

**Telephone:**

**Fax:**

**Act 48 Reporting Contact:** Patricia Ball

**E-mail:** pball@sayresd.org

**Telephone:** 570-888-7615

**Fax:** 570-888-8248

## 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.

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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.

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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.

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Signature

President of the Board of School Directors

Date