

Intermediate Unit 1

**Intermediate Unit Plan**

07/01/2019 - 06/30/2022

# Intermediate Unit Profile

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## Demographics

One Intermediate Unit Drive  
Coal Center, PA 15423  
(724)938-3241  
Executive Director: Charles Mahoney

## Planning Process

The process began in the Fall of 2017 when Intermediate Unit 1 (IU1) identified Craig Hummell, Curriculum Specialist, as in-organization Comprehensive Planning Facilitator. Mr. Hummell had participated in the development of the previous IU 1, and currently supports IU 1 Districts in the Comprehensive Planning process, including providing training, consultation and updates to District Administrators. Mr. Hummell is supported in this work by Executive Director Mr. Charles F. Mahoney, Assistant Executive Director Mr. Don Martin, Curriculum Director Jenny Lent and six other department Directors.

The previous work in the development of the 2015 IU 1 Comprehensive Plan was designed to transition the organization from a process and product that were locally developed, during a time when strategic planning was not required of Intermediate Units, to a process and product that would be in compliance with the Comprehensive Plan requirements of current regulations, without loss of the locally responsive and organizationally successful past experience.

The fall of 2017 and winter/spring of 2018 was spent studying the current requirements, comparing and contrasting them to the past process and clarifying the organization's desired outcomes for our current work. All related Intermediate Unit plans that were now to be a part of the Comprehensive Plan were gathered and reviewed. A planning process was determined by the Directors, and a review of current relevant data by various groups was planned. These groups began meeting late winter of 2017-2018. This structure included a steering committee comprised of Charles Mahoney, IU1 Executive Director, Donald Martin, Assistant Executive Director, and IU1 department directors with the organizational responsibilities as related to the plan and members of department staff as appropriate to planning content.

In order to develop the Comprehensive Plan, the steering committee and facilitators met throughout the planning process to review data, write, edit and validate the components of the plan based upon their own knowledge and perspectives, The results of the Needs Assessment as related to the Eleven Prescribed Systems were finalized. Organizational accomplishments and concerns were recognized, and systemic challenges were identified and prioritized through group consensus building. Action plans were developed in response to the highest priority systemic challenges.

The Comprehensive Plan will be presented to the Board of Directors in October 2018. It will be open for public review in October and November 2018, and submitted to the Pennsylvania Department of Education on November 30, 2018.

## **Mission Statement**

Intermediate Unit 1 is a public educational service agency dedicated to providing quality leadership and services to the schools and communities of Fayette, Greene and Washington Counties to assure their success as they prepare all learners to meet the challenges of the future.

## **Vision Statement**

**Intermediate Unit 1 is an effective, efficient and productive provider of innovative services and products to the educational partners it serves.**

## **Shared Values**

- **A positive work environment that is safe and promotes constructive professional relationships**
- **Teamwork and collaboration to generate innovative result**
- **Opportunistic approaches**
- **Production of high quality services and products delivered in a timely manner**

## Educational Community

### Intermediate Unit 1

THE Intermediate Unit 1 (IU1) is one of 29 intermediate units in Pennsylvania. It serves the 25 school districts in Fayette, Greene and Washington Counties, and four Career and Technology Centers that employ: more than 260 administrators and 3,200 teachers serving more than 51,000 students (ages 3-21), as well as 545 adult learners.

IU1 employs 493 people including 91 teachers, 8 Principals/Supervisors, 109 paraprofessionals, 40 psychologists, and 59 social workers. IU1 has an annual budget of \$60 million. It is led by a board of directors under the direction of an executive director. IU1 provides more than 140 direct and support services to school districts and/or students.

A profile of the direct services offered by IU1 looks like this:

10 multi-district special education classrooms located in 6 school districts and one Career and Technology Institute:

- 6 Autistic support
- 1 Life skills support
- 2 Therapeutic emotional support

Assistive technology services are provided for 202 students in 22 IU 1 school districts

Individual speech, hearing and vision services in most of the 25 school districts, serving the following number of students:

- 376 speech
- 88 hearing
- 111 vision

Early Intervention services are provided for 742 students in 25 school districts

Four campus schools serving 307 K-12 students (Clark-64, Colonial-128, Waynesburg-78 and Laboratory-37) and providing the following classrooms:

- 8 Comprehensive Therapeutic Emotional Support
- 9 Therapeutic Emotional Support

- 2 Emotional Support
- 4 Autistic Support
- 2 Multidisability Support
- 2 Alternative

Adult basic education serving 440 adult learners at 12 sites

- 3 State Literacy
- 7 Federal Adult Basic Education
- 5 Federal Adult Secondary Education

English as a Second Language Services offered in 13 school districts

- 143 K-12 students Core English Language/Federal Title II
- 11 Extended School Year through Federal Title III

Non-public Services for 2,460 students, delivered by 12 professionals and offered at 21 sites includes:

- 235 Act 89 Auxiliary Math and Language Arts
- 215 Title 1 Supplemental Math and Language Arts
- 1,430 Act 89 Counseling
- 173 Act 89 Speech and Language
- 2,057 Standardized Testing Services
- 85 IDEA Equitable Participation Services
- 47 Title I Extended School Year (Summer Correspondence School)

The following chart provides current statistics for the three counties served by IU1. Information comes from the US Census Bureau. *\*Allegheny County statistics are included strictly for comparison.*

| Indicator  | Fayette County  | Greene County   | Washington Co   | Allegheny County   |
|--|---|---|---|--|
| <b>2017 Population</b>   | 131,504   | 36,770  | 207,298   | 1,223,048  |
| <b>Population by Race (White)</b>                                | 93%   | 95%   | 94%   | 80%  |
| <b>2016 Median Household Income</b>                              | \$40,511  | \$49,116  | \$57,534  | \$54,357   |
| <b>2018 Unemployment Rate</b>                                    | 6.8%  | 5.4%  | 5%  | 4.3%   |
| <b>2016 Persons in Poverty</b>                                   | 17.5%   | 16%   | 10%   | 11.5%  |
| <b>2017 Major Employers</b>                                      | State Government<br><br>Uniontown Hospital<br><br>Nemacolin Woodlands | State Government<br><br>Cumberland Contura LLC<br><br>Consol Coal | Washington Hospital<br><br>Crown Castle USA<br><br>Washington Trotting Assoc. | UPMC Shadyside<br><br>University of Pittsburgh<br><br>Federal Government |
| <b>Population per Square Mile (2010)</b>                         | 173   | 67  | 242.5   | 1,676  |
| <b>2012-2016 Less than High School Education (Age 25+ Years)</b> | 13%   | 13.3%   | 8.2%  | 6%   |
| <b>Bachelor's Degree</b>   | 15%   | 17%   | 28%   | 39%  |

A summary of this information indicates that the tri-county area consists of mostly rural communities. The majority of people are Caucasians, of moderate to low incomes. Unemployment is slightly higher and education levels lower than urban and suburban areas of Pittsburgh. Major employers in the area are hospitals, coal companies, retail and gaming establishments.

In addition, the need for early intervention services is rising in all three counties and is at a very high rate in Fayette and Greene Counties. Foster care is also rising. Juvenile delinquency is decreasing.

## Planning Committee

| Name                | Role   |
|---------------------|--|
| Sue Conrady         | Administrator  |
| Scott Craighead     | Administrator  |
| Jennifer Judge      | Administrator  |
| Jenny Lent          | Administrator  |
| Charles Mahoney     | Administrator  |
| Don Martin          | Administrator : Professional Education                                 |
| Tom Shetterly       | Administrator  |
| Craig Hummell       | Building Principal   |
| Sean VanEman        | Building Principal   |
| Scott Dietz         | Business Representative  |
| Lee Ann Wainwright  | Business Representative  |
| Mary Babyak         | Community Representative   |
| John Lozosky        | Community Representative : Professional Education                      |
| Holly Gillis        | Ed Specialist - School Counselor : Professional Education              |
| Michelle Bubonovich | Ed Specialist - School Psychologist : Professional Education           |
| Sonya Dice          | Elementary School Teacher - Special Education : Professional Education |
| Tracey Ross         | Elementary School Teacher - Special Education : Professional Education |
| Rachel Bozek        | High School Teacher - Special Education                                |
| Sean Gillis         | High School Teacher - Special Education                                |
| Barb Rothermel      | Intermediate Unit Staff Member   |
| Nancy Stahlschmidt  | Intermediate Unit Staff Member   |
| Kristen Szewczyk    | Intermediate Unit Staff Member   |
| Rachel Zilcosky     | Intermediate Unit Staff Member   |
| Jordan Cernaloger   | Middle School Teacher - Special Education                              |
| Mark Strosnider     | Middle School Teacher - Special Education                              |
| Rian Caldwell       | Parent   |
| Sarah Collins       | Parent   |

# Core Foundations

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## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

| Material and Resources Characteristics   | Status       |
|--|--------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing   |
| A robust supply of high quality aligned instructional materials and resources available  | Accomplished |
| Accessibility for students and teachers is effective and efficient   | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs                | Accomplished |

Provide explanation for processes used to ensure Accomplishment.

IU 1 Programs continue to coordinate with the IU 1 Curriculum staff to ensure that the curriculum remains up to date and aligned with PA Core Standards

IU 1 Programs also work with districts making sure that where applicable, students are using the same curriculum as the sending districts

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

#### Elementary Education-Intermediate Level

| Material and Resources Characteristics   | Status       |
|--|--------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing   |
| A robust supply of high quality aligned instructional materials and resources available  | Accomplished |
| Accessibility for students and teachers is effective and efficient   | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs                | Accomplished |

Provide explanation for processes used to ensure Accomplishment.

IU 1 Programs continue to coordinate with the IU 1 Curriculum staff to ensure that the curriculum remains up to date and aligned with PA Core Standards

IU 1 Programs also work with districts making sure that where applicable, students are using the same curriculum as the sending districts



Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **Middle Level**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing    |
| A robust supply of high quality aligned instructional materials and resources available  | Accomplished  |
| Accessibility for students and teachers is effective and efficient   | Developing    |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs                | Developing    |

Provide explanation for processes used to ensure Accomplishment.

Level to level alignment can be supported by Professional Development sessions on spiraling alignment across grades

Staff continues to work with curriculum department and districts through professional development and individual meetings to ensure curriculum is aligned to PA Core Standards

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **High School Level**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing    |
| A robust supply of high quality aligned instructional materials and resources available  | Accomplished  |
| Accessibility for students and teachers is effective and efficient   | Developing    |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs                | Developing    |

Provide explanation for processes used to ensure Accomplishment.

Level to level alignment can be supported by Professional Development sessions on spiraling alignment across grades

Staff continues to work with curriculum department and districts through professional development and individual meetings to ensure curriculum is aligned to PA Core Standards

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

## Professional Education

### *Training/Personnel Development Council*

#### *Checked answers*

- Regular Education
- Related Service Personnel
- Special Education
- Administrators

#### *Unchecked answers*

- Parents
- Community Agency Personnel
- Paraprofessionals
- Training Students

Describe how the council functions and how many times it meets in a given year.

The staff of the Center for Professional Development and Instructional Support Department meets monthly. The Curriculum and Special Education Directors leads these meetings based on needs addressed by the staff, the districts, and the Assistant Executive Director. The entire staff meets for at least a half day. During these meetings, we discuss upcoming initiatives from PDE, professional development opportunities for our staff, induction, and grant opportunities.

### *Characteristics*

| <b>Intermediate Unit's Professional Education Characteristics</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Enhances the educator's content knowledge in the area of the educator's certification or assignment.   | X          | X           | X         | X         |
| Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.          | X          | X           | X         | X         |
| Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.              | X          | X           | X         | X         |
| Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making. | X          | X           | X         | X         |
| Empowers educators to work effectively with parents and community partners.  | X          | X           | X         | X         |

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

Provide brief explanation of your process for ensuring these selected characteristics.

One of the main points of focus of professional development for our staff has been on instructional strategies, with an emphasis on supporting students with special needs. Teachers have opportunities to receive this PD through our inservice program and through ongoing workshops at IU1. Teachers all receive a pool of resource days that they can use to receive this professional development. In the ML and HS, teachers have received professional development on using the Curriculum Diagnostic Tools to assess their students.

Administrators meet monthly with IU1 administration. During these meetings, assessments, curriculum, resources and instructional topics from a leadership perspective are discussed and plans are made for implementation in the schools. Additionally, the group strategizes of implementing PDE initiatives. Administrators also participate in PIL courses and Act 45 activity hours.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

| <b>Questions</b>  |
|---|
| The LEA has conducted the required training on:                 |
| 8/24/2016 Training was completed for all applicable IU 1 staff. |

|  |
|--|
| The LEA plans to conduct the required training on approximately: |
|--|

|           |
|-----------|
| 8/16/2021 |
|-----------|

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

| Questions |
|-----------|
|-----------|

|  |
|--|
| The LEA has conducted the training on: |
|--|

|   |
|---|
| 8/15/2016 Training was completed for all applicable IU 1 staff. |
|---|

|   |
|---|
| The LEA plans to conduct the training on approximately: |
|---|

|           |
|-----------|
| 8/16/2021 |
|-----------|

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

| Questions |
|-----------|
|-----------|

|  |
|--|
| The LEA has conducted the training on: |
|--|

|   |
|---|
| 8/15/2016 Training was completed for all applicable IU 1 staff. |
|---|

|   |
|---|
| The LEA plans to conduct the training on approximately: |
|---|

|           |
|-----------|
| 8/16/2021 |
|-----------|

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

#### *Unchecked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is focused on strategies, plans, and programs that are closely connected to classroom practice, with the expectation of classroom implementation. For example, teachers our buildings are currently receiving professional development on School Wide Positive Behavior Interventions & Supports. There have been clear expectations for implementation in every classroom. An administrator is on the School-Wide team, participating in all of the trainings, and has a walk-through form for monitoring implementation. Additional IU1 staff members are available to support administration in monitoring the process. While this is just one example, it highlights the structure that we use with the professional development that we offer in the IU1 buildings.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Due to the unique nature of IU1 classrooms, which are comprised of students from a variety of school districts, access to student-level data has been a challenge. As the tools become more advanced and are available for more buildings, we are using the data more effectively to drive professional development. This data will allow us to make decisions about what professional development is needed as well as to evaluate the impact of the professional development.

## *Induction Program*

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The Staff Induction program at IU1 is comprehensive to meet the needs of first year teachers, social workers, nurses, and psychologists and to support them throughout their next two years. Every participating staff member takes the same classes in year 1, which includes an introduction to induction and an overview of IU1 Policies and Procedures. They take a class on verbal de-escalation along with a physical component. They have a class that addresses special education policies and procedures and mandated reporter training. In another class they learn about the Educator/Specialist Effectiveness Model and how to write a Student Learning Objectives. Finally, they learn about their ePortfolio requirement for Induction and meet with a mentor.

Over the 2nd and 3rd years, teachers take 1 course of study while Hearing, Vision, Speech, & Language teachers take another, and Nurses, Social Workers, & Psychologists take a third.

Through these tracks of study, participants learn about practices specific to their classroom/school role. These courses include PA Core Standards, School Law, Bullying, Low Incidence, Brain Steps, Assistive Technology, Inclusive Practices, Data Informed Decision Making, Positive Behavior Support, Transition, Family Cultures, Social Skills & Strategies, and Autism.

Throughout these classes, participants use the Standards Aligned System to access standards, resources, and instructional strategies.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We review our Staff Induction offerings each year to ensure that they meet our Induction Plan requirements as well as the needs expressed from our participants in their evaluations and from their supervisors.

***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.

- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

Provide brief explanation of your process for ensuring these selected characteristics.

IU1 collects data regularly from the participants in our Staff Induction Program. We look at evaluation data after each class. The supervisors work closely with participants, observing classroom behavior and discussing their professional development needs. The supervisors look at the portfolios submitted by each participant and share that information with the induction team.

Our Training and Consultation (TaC) staff provides much of the professional development in the Induction Program. The TaC are regularly in classrooms with IU1 teachers and provide support and feedback. The TaC serve each year to adjust the induction plan to ensure that the needs they see in schools are being addressed by the professional development offered.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Our Training and Consultation (TaC) staff support our teachers in the classroom. Although instructional coaching has been used in the campus schools in the past, there has not been funding for coaches recently.

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are recommended by the IU1 Supervisors and selected by the Director Special Education and the Assistant Executive Director. Mentors are recommended based on their record of classroom performance, their ability to work with their peers, and their willingness to take on the additional responsibility. All mentors must go through a training program and occasional continuing education. Mentors work closely with both the inductees and the IU1 supervisors to ensure that they are supporting the inductees as needed.

Mentors are encouraged to leverage technology to meet with their mentees regularly. They meet face-to-face and via technology tools 9 times each school year, or about once a month, and are required to keep a log of their conversations. They must review the ePortfolio with the Inductee and complete an end of year checklist each of three years and submit it to the IU 1 Central Office.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

### *Induction Program Timeline*

| <b>Topics</b>   | <b>Aug-Sep</b> | <b>Oct-Nov</b> | <b>Dec-Jan</b> | <b>Feb-Mar</b> | <b>Apr-May</b> | <b>Jun-Jul</b> |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| Code of Professional Practice and Conduct for Educators | X              | X              | X              |                |                |                |
| Assessments   | X              | X              |                |                |                |                |
| Best Instructional Practices                            | X              | X              |                | X              |                |                |
| Safe and Supportive Schools                             | X              |                | X              | X              |                |                |
| Standards   | X              | X              |                |                |                |                |
| Curriculum  | X              | X              |                |                |                |                |
| Instruction   |                | X              |                | X              |                |                |
| Accommodations and Adaptations for diverse learners     |                | X              | X              | X              |                |                |
| Data informed decision making                           |                |                | X              |                |                |                |
| Materials and Resources for Instruction                 |                | X              |                | X              |                |                |



If necessary, provide further explanation.

The IU1 Induction Program runs over 3 years. While it may look like all of the instruction happens in Aug-Sep, this is because this instruction is occurring over 3 years of induction.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program is monitored and evaluated through a variety of avenues. At the end of each class, participants are required to complete a standard evaluation that asks about the quality of the content and the instruction as well as how they can apply their new knowledge to their professional environment. The Training and Consultant (TaC) staff evaluate the success of the Induction Program during classroom consultations and ongoing professional development sessions. The IU1 Supervisors regularly meet with, observe, and evaluate participants. Their feedback is critical in adapting the program to meet the changing needs of teachers in the classroom.

Together, these teams, along with other members of the Center for Professional Development and the Special Education department keep open lines of communication about induction. We meet throughout the year to assess the data and make changes as necessary.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

*This narrative is empty.*

### ***Programs, Strategies and Actions***

| <b>Programs, Strategies and Actions</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X          | X           | X         | X         |
| School-wide Positive Behavioral Programs   | X          | X           | X         | X         |
| Conflict Resolution or Dispute Management  | X          | X           | X         | X         |
| Peer Helper Programs   |            | X           | X         | X         |
| Safety and Violence Prevention Curricula   | X          | X           | X         | X         |
| Student Codes of Conduct   | X          | X           | X         | X         |
| Comprehensive School Safety and Violence Prevention Plans                              | X          | X           | X         | X         |
| Purchase of Security-related Technology  | X          | X           | X         | X         |
| Student, Staff and Visitor Identification Systems                                      | X          | X           | X         | X         |
| Placement of School Resource Officers  | X          | X           | X         | X         |
| Student Assistance Program Teams and Training  |            |             |           |           |
| Counseling Services Available for all Students   | X          | X           | X         | X         |
| Internet Web-based System for the Management of Student Discipline                     | X          | X           | X         | X         |

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Several IU 1 Social Workers are trained in SAP and support the districts to which they are assigned. As for IU 1 programs, because of the nature and supports of the types of Special Education students, the program serves as a total assistance program for students with supports, including Social Worker, Psychologist, Psychiatrist, and other services that are deemed as needed for each individual student.

### ***Screening, Evaluating and Programming for Gifted Students***

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

*This narrative is empty.*

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

*This narrative is empty.*

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

*This narrative is empty.*

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

*This narrative is empty.*

### *Developmental Services*

| <b>Developmental Services</b>                           | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|-------------|-----------|-----------|
| Academic Counseling                                     |            | X           | X         | X         |
| Attendance Monitoring                                   | X          | X           | X         | X         |
| Behavior Management Programs                            | X          | X           | X         | X         |
| Bullying Prevention                                     | X          | X           | X         | X         |
| Career Awareness  | X          | X           | X         | X         |
| Career Development/Planning                             | X          | X           | X         | X         |
| Coaching/Mentoring                                      | X          | X           | X         | X         |
| Compliance with Health Requirements -i.e., Immunization | X          | X           | X         | X         |
| Emergency and Disaster Preparedness                     | X          | X           | X         | X         |
| Guidance Curriculum                                     |            |             |           |           |
| Health and Wellness Curriculum                          | X          | X           | X         | X         |
| Health Screenings                                       | X          | X           | X         | X         |
| Individual Student Planning                             | X          | X           | X         | X         |
| Nutrition   | X          | X           | X         | X         |
| Orientation/Transition                                  | X          | X           | X         | X         |
| RTII/MTSS   | X          | X           | X         | X         |
| Wellness/Health Appraisal                               | X          | X           | X         | X         |

Explanation of developmental services:

- The IU 1 at Waynesburg Campus holds an annual Health Fair
- The IU 1 at Clark Campus implemented a nutrition program for Secondary students
- Peer and staff Mentoring begins in the Fall 2018
- Guidance services are not offered, however, each program has access to a Social Worker and School Psychologists, and consults as necessary with Districts on any guidance issues
- A new student attendance and Student Information System (ALMA) will be in place in 2018
- The IU 1 has partnered with TEAMology for an anti-bullying program

- Students now have Career Readiness curriculum grades K-12, and will develop a Career Portfolio and Plan
- A Health Curriculum will be re-designed by the Phys Ed teachers for all students, Fall 2018
- Principals complete monthly Fire and Lockdown Drills

### *Diagnostic, Intervention and Referral Services*

| <b>Diagnostic, Intervention and Referral Services</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Accommodations and Modifications                       | X          | X           | X         | X         |
| Administration of Medication                           | X          | X           | X         | X         |
| Assessment of Academic Skills/Aptitude for Learning    | X          | X           | X         | X         |
| Assessment/Progress Monitoring                         | X          | X           | X         | X         |
| Casework   | X          | X           | X         | X         |
| Crisis Response/Management/Intervention                | X          | X           | X         | X         |
| Individual Counseling                                  | X          | X           | X         | X         |
| Intervention for Actual or Potential Health Problems   | X          | X           | X         | X         |
| Placement into Appropriate Programs                    | X          | X           | X         | X         |
| Small Group Counseling-Coping with life situations     | X          | X           | X         | X         |
| Small Group Counseling-Educational planning            | X          | X           | X         | X         |
| Small Group Counseling-Personal and Social Development | X          | X           | X         | X         |
| Special Education Evaluation                           | X          | X           | X         | X         |
| Student Assistance Program                             |            |             |           |           |

Explanation of diagnostic, intervention and referral services:

- There is not an official SAP team in our programs as our programs basically serve as a team with all of the services that are offered.
- Prior to placement in Alternative Education programs, students must be part of the SAP teams at their home schools.
- Most of the students in IU 1 programs are Special Education students – modifications and accommodations are done as described in students' IEP's
- Nurses administer medications per Dr.'s directions, following IU 1 Board Policy
- All teachers and school psychologists provide appropriate assessments to students to monitor progress and develop goals
- All staff are trained in verbal de-escalation, restraint and crisis management
- Social Workers provide large- and small-group and individual counseling in all areas

### *Consultation and Coordination Services*

| <b>Consultation and Coordination Services</b>                                 | <b>EEP</b> | <b>EEl</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| Alternative Education   |            |            | X         | X         |
| Case and Care Management  | X          | X          | X         | X         |
| Community Liaison   | X          | X          | X         | X         |
| Community Services Coordination (Internal or External)                        | X          | X          | X         | X         |
| Coordinate Plans  | X          | X          | X         | X         |
| Coordination with Families (Learning or Behavioral)                           | X          | X          | X         | X         |
| Home/Family Communication   | X          | X          | X         | X         |
| Managing Chronic Health Problems  | X          | X          | X         | X         |
| Managing IEP and 504 Plans  | X          | X          | X         | X         |
| Referral to Community Agencies  | X          | X          | X         | X         |
| Staff Development   | X          | X          | X         | X         |
| Strengthening Relationships Between School Personnel, Parents and Communities | X          | X          | X         | X         |
| System Support  | X          | X          | X         | X         |
| Truancy Coordination  | X          | X          | X         | X         |

Explanation of consultation and coordination services:

- The IU 1 coordinates with county CYS and Juvenile Probation offices with affected students, which includes a School-based JPO in the Clark Campus
- Mental Health continues to provide parent engagement activities
- Alternative Education programs are provided at two sites for Middle and High School students
- Staff are trained to manage IEP's and 504 plans.
- Staff communicates frequently with all families
- Social Workers assist with agency referrals
- 4 Professional Development days per year are designed to provide professional development in various areas
- Principals and Supervisors work with District staff to develop Truancy Elimination Plans

### *Communication of Educational Opportunities*

| <b>Communication of Educational Opportunities</b>        | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Course Planning Guides                                   | X          | X          | X         | X         |
| Directing Public to the PDE & Test-related Websites      | X          | X          | X         | X         |
| Individual Meetings                                      | X          | X          | X         | X         |
| Letters to Parents/Guardians                             | X          | X          | X         | X         |
| Local Media Reports                                      | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Mass Phone Calls/Emails/Letters                          | X          | X          | X         | X         |
| Newsletters  | X          | X          | X         | X         |
| Press Releases   |            |            |           |           |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Communication of Student Health Needs*

| <b>Communication of Student Health Needs</b>             | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Individual Meetings                                      | X          | X          | X         | X         |
| Individual Screening Results                             | X          | X          | X         | X         |
| Letters to Parents/Guardians                             | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Newsletters  | X          | X          | X         | X         |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Daily Communication Journals

Yearly Welcome-Back letters

Communication of policy through Student Handbooks that are updated yearly, reviewed with students and distributed to families

Individual parent phone calls and meetings

Communication Logs

Classroom DoJo for direct messages and information to parents

IEP meetings, informal meetings and common planning time, morning staff meetings, monthly school-wide safety meetings

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Transportation from schools to EI facilities and child care programs as needed

Transportation to Juvenile Probation LEADER after school program

Collaboration of transportation with ARC, MHMR, Outpatient Mental Health and Southwest

Training programs

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

# Needs Assessment

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## Intermediate Unit Accomplishments

### Accomplishment #1:

2 IU 1 Building housed Fab Labs have been established in two Campus Schools, with a third one in the planning stages, and a Mobile Fab Lab is available for our programs as well as School Districts. The IU 1 has had early success with the labs in the form of improved behaviors of CTES and TES students while participating in programming. A study has begun to research the effects of the Lab and programming on student behaviors in the classrooms and in the Labs.

### Accomplishment #2:

Mental Health/CTES programs have been established and expanded with support from Social Workers and a Psychiatrist for medical management. This includes: 8 Comprehensive Therapeutic Emotional Support classrooms grades K-12, 9 Therapeutic Emotional Support classrooms, and 2 Emotional Support classrooms that are center-based.

### Accomplishment #3:

Technology has been integrated into each classroom, with a focus on innovative use of technology in center-based programs.

### Accomplishment #4:

Many programs and district classrooms are using the Class DoJo internet-based system for communication with students and parents.

### Accomplishment #5:

School-Wide Positive Behavior Support has been implemented in all programs.

### Accomplishment #6:

Continued Staff development and training efforts to improve instruction and student learning and growth.

### Accomplishment #7:

There has been an expansion of community partners and supports.

### Accomplishment #8:

There has been an improvement of student access to transition planning services and activities.

### Accomplishment #9:

The IU 1 has partnered with Chartlytics for classroom data collection.



**Accomplishment #10:**

The IU 1 has served over 620 ABLE students over the last four years.

**Accomplishment #11:**

The IU 1 has served over 2057 NP Students

**Accomplishment #12:**

The IU 1 has provided PDE Regional Federal Program Coordinators training at both IU 1 and through a partnership with IU 7.

**Accomplishment #13:**

Developed a Consortium with Greensburg Diocese for Title II and Title IV. Led the consortium for IU 1 Districts receiving Title III funds.

**Accomplishment #14:**

Provided core ESL services to 143 students and 11 School Districts, provided PDE Regional professional development for ESL.

**Intermediate Unit Concerns****Concern #1:**

Students are achieving at a low level of proficient or advanced on State Assessments. For 2017, 8.6% of students were proficient in Keystone ELA, 1.9% proficient in Algebra 1 Keystone, and 2.6% were proficient in Biology Keystone exams.

For the PSSA exams, 3% of students were proficient in ELA, 0% were proficient in Math, and 5% were proficient in Science in 2017.

Student attitude and motivation to do well on State Assessments are low. A growth-mindset should be established among teachers for student achievement.

**Concern #2:**

Students display a high number of discipline related issues that interfere with their learning and the learning of others, as described in the number of discipline referrals using the SWIS discipline tracking system.

**Concern #3:**

Staff should move towards a project-based curriculum across all courses, due to the observed major decrease of poor student behavior while participating in Fab Lab and Maker Space activities.

**Concern #4:**

Professional Development is front-loaded at the beginning of the year, and should occur throughout the year. Establishing Personalized PD and Professional Learning Communities may be part of the solution - PLC's are beginning to be established in many programs and specialities. More opportunities should be provided to staff to collaborate and network.

**Concern #5:**

21st Century Learning Skills should be embedded into the curriculum, along with an increased use of instructional strategies using technology.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #3*) Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

**Aligned Concerns:**

Students are achieving at a low level of proficient or advanced on State Assessments. For 2017, 8.6% of students were proficient in Keystone ELA, 1.9% proficient in Algebra 1 Keystone, and 2.6% were proficient in Biology Keystone exams.

For the PSSA exams, 3% of students were proficient in ELA, 0% were proficient in Math, and 5% were proficient in Science in 2017.

Student attitude and motivation to do well on State Assessments are low. A growth-mindset should be established among teachers for student achievement.

Staff should move towards a project-based curriculum across all courses, due to the observed major decrease of poor student behavior while participating in Fab Lab and Maker Space activities.

**Systemic Challenge #2** (*Guiding Question #8*) Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Aligned Concerns:**

Professional Development is front-loaded at the beginning of the year, and should occur throughout the year. Establishing Personalized PD and Professional Learning Communities

may be part of the solution - PLC's are beginning to be established in many programs and specialties. More opportunities should be provided to staff to collaborate and network.

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Staff should move towards a project-based curriculum across all courses, due to the observed major decrease of poor student behavior while participating in Fab Lab and Maker Space activities.

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21st Century Learning Skills should be embedded into the curriculum, along with an increased use of instructional strategies using technology.

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Students display a high number of discipline related issues that interfere with their learning and the learning of others, as described in the number of discipline referrals using the SWIS discipline tracking system.

# Intermediate Unit Plan

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## Action Plans

**Goal #1:** Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

### Indicators of Effectiveness:

Type: Annual

Data Source: Student Assessment and Growth Data as available to the IU1, data from CDT assessments, SWIS student discipline data, lesson plans, Admin Walkthroughs

Specific Targets: Data teams that meet monthly to review available data, including CDT, PVAAS, Achievement, Attendance and Discipline.

Lesson planning aligned with PA Standards, including an increased use of Project Based Learning over the 3 year Planning Cycle, reviewed weekly by principals.

Provision of PD activities Face to Face and online, or Personalized Learning to assist teachers in lesson planning.

An increase of 3-5% on PSSA and Keystone Exams, and decrease of discipline referrals by 3-5% each year

### Strategies:

#### *Classroom Diagnostic Tools (CDT)*

##### Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with

other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

**SAS Alignment:** Assessment

### *Effective Teaching Principles*

**Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

**SAS Alignment:** Instruction

### *Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment, Instruction

### *Implementation Steps:*

*Use common assessment data to inform teacher practices.*

**Description:**

Based upon information gained through administration of common assessment, including the CDT's, teachers adjust instruction accordingly. IU 1

staff will be trained in using CDT assessments, including the effective use of CDT data to guide instruction and improve student learning.

**Start Date:** 7/1/2019    **End Date:** 6/1/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Classroom Diagnostic Tools (CDT)
- Using Student Achievement Data to Support Instructional Decision Making

*Assure teachers are using data to improve instruction.*

**Description:**

Supervisory model that includes accountability to assure that student achievement data is used to support instruction.

**Start Date:** 9/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Classroom Diagnostic Tools (CDT)
- Using Student Achievement Data to Support Instructional Decision Making

*Provide professional development in using data to inform instruction for administrators and teachers to serve as coaches.*

**Description:**

Establish a tiered training program and provide administrators and teachers with the appropriate and necessary training.

**Start Date:** 9/1/2016    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Classroom Diagnostic Tools (CDT)
- Using Student Achievement Data to Support Instructional Decision Making

*Assure administrators and teachers are knowledgeable and skilled in a wide spectrum of student performance assessments.*

**Description:**

Assess their skill level and plan trainings as needed.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Classroom Diagnostic Tools (CDT)
- Effective Teaching Principles
- Using Student Achievement Data to Support Instructional Decision Making

*Provide necessary professional development so administrators are knowledgeable and teachers are skilled in using a wide spectrum of student performance assessments*

**Description:**

Establish a system of professional development for using a wide spectrum of student performance assessments, and provide staff with the opportunity to obtain the training appropriate for their needs.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Classroom Diagnostic Tools (CDT)

- Using Student Achievement Data to Support Instructional Decision Making

*Teachers operationalize their knowledge and skill*

**Description:**

The design of common assessments within grads/subjects incorporates the use of multiple assessments using a wide variety of student performance opportunities.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Effective Teaching Principles
- Using Student Achievement Data to Support Instructional Decision Making

**Goal #2:** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student Assessment and Growth Data as available to the IU1, data from CDT assessments, SWIS student discipline data,

Specific Targets: A 3-5% increase per year in Achievement Scores for students taking the PSSA and Keystone Exams for the duration of the plan.

A 3-5% decrease per year in the number of Office Discipline Referrals for the duration of the plan.



An increase of 5-10% of administrative walk-throughs, weekly monitoring of lesson plans

An expansion and continuation of the use of School Climate Surveys, with teams from each program who will review the data from the surveys and develop improvement goals

### ***Strategies:***

#### ***Effective Teaching Principles***

##### **Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

**SAS Alignment:** Instruction

#### ***Pennsylvania's Schoolwide Positive Behavior Support System***

##### **Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

### *Professional Development on Effective Teaching Principles*

**Description:**

Over the 3 year Plan period, the IU 1 Curriculum will provide professional staff with professional development on Instructional Strategies using Marzano's research-based Essential Nine Instructional Strategies, and Researched-Based Effective Teaching Principles, under the guidance of Curriculum Specialists in Math, Science and ELA.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Effective Teaching Principles

### *School Climate Survey*

**Description:**

The IU 1 will continue to build on PDE's School Climate Initiative, building on the initial survey from 2017, creating Campus School Surveys, teams to review the surveys, and developing action plans to implement with fidelity based on the information gained in the survey.

**Start Date:** 1/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Pennsylvania's Schoolwide Positive Behavior Support System

### *Professional Development for the Implementation of Project Based Learning*

**Description:**

IU 1 Professional Staff will complete Professional Development on Project Based Learning, designed to provide training on cross-curricular lessons relative to PA Core Standards under the umbrella of the threshold of projects. During a current study on the effects of students participating in projects in IU 1 Fab Labs and classroom behaviors, PBL is proving to be a viable strategy to reduce the number of discipline problems in classrooms, therefore, indicators of effectiveness will be measured to include a decrease in the number of discipline referrals as well as an increase in growth and achievement.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Effective Teaching Principles

### *Professional Development for Text Dependent Analysis*

**Description:**

The IU 1 will provide Professional Development for Text Dependent Analysis (TDA) to improve student writing skills and help increase achievement and growth for students in grades 3-8. Evidence will be collected through practice writing samples scored throughout the year, and ultimately through an observed increase in PSSA achievement and growth. This Implementation Step meets the Comprehensive Planning requirement through Chapter 4 of Language and Literacy Acquisition for all students.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Effective Teaching Principles

### *Professional Development for Project TEAMology*

**Description:**

Elementary and Middle School professionals and paraprofessional will be trained in TEAMology, a holistic, school-wide program that uses six

foundations and relatable characters to provide a common language for staff and students. The PD will provide educators with Social Emotional Learning (SEL) and career readiness language, tools and curriculum to reach every student. The program will be implemented in the Campus School Elementary and Middle school programs, where data on behaviors that impede student learning will be tracked, with an anticipated decrease in the number of discipline referrals. This Implementation Step meets the Comprehensive Planning requirement of teaching diverse learners in an inclusive setting.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Pennsylvania's Schoolwide Positive Behavior Support System

# Appendix: Professional Development Implementation Step Details

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|                             |   |   |
|-----------------------------|---|---|
| <b>LEA Goals Addressed:</b> | <b>Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.</b> | <b>Strategy #1: Classroom Diagnostic Tools (CDT)</b><br><b>Strategy #2: Using Student Achievement Data to Support Instructional Decision Making</b> |
|-----------------------------|---|---|

| Start    | End      | Title   | Description  | Person Responsible           | SH | S | EP | Provider   | Type | App. |
|----------|----------|---|--|------------------------------|----|---|----|--|------|------|
| 7/1/2019 | 6/1/2022 | Use common assessment data to inform teacher practices. | Based upon information gained through administration of common assessment, including the CDT's, teachers adjust instruction accordingly. IU 1 staff will be trained in using CDT assessments, including the effective use of CDT data to guide instruction and improve student learning. | Assistant Executive Director | 1  | 5 | 12 | IU1 Center for Professional Development Curriculum Staff | IU   | No   |

## Knowledge

Ability to adjust instruction based on student assessment data.

## *Common Assessment within Grade/Subject*

## Supportive Research

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data.

(Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)) Teacher Moderation:

Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

Show Details

Recognized

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

### Training Format

Series of Workshops  
Professional Learning Communities

### Participant Roles

Classroom teachers  
Principals / Asst. Principals

### Grade Levels

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

### Follow-up Activities

Analysis of student work,  
with administrator and/or peers

### Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
Student PSSA data

Review of participant lesson plans  
 Review of written reports  
 summarizing instructional activity

**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

**Strategy #1: Classroom Diagnostic Tools (CDT)**  
**Strategy #2: Using Student Achievement Data to Support Instructional Decision Making**

| Start    | End       | Title  | Description  |                  |               |                 |  |                   |                   |
|----------|-----------|--|--|------------------|---------------|-----------------|--|-------------------|-------------------|
| 9/1/2019 | 6/30/2022 | Assure teachers are using data to improve instruction.   | Supervisory model that includes accountability to assure that student achievement data is used to support instruction. |                  |               |                 |  |                   |                   |
|          |           | <b>Person Responsible</b><br>Director of Special Education, Director of Adult Education and Assistant Executive Director |  | <b>SH</b><br>3.0 | <b>S</b><br>3 | <b>EP</b><br>10 | <b>Provider</b><br>IU1 Center for Professional Development | <b>Type</b><br>IU | <b>App.</b><br>No |

**Knowledge** Supervisors and administrators will have the ability to know how a teacher demonstrates using achievement data to support instruction.

**Supportive Research** Recognized

Recognized

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**

Series of Workshops  
Professional Learning Communities

**Participant Roles**

Principals / Asst. Principals  
Other educational specialists

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Peer-to-peer lesson discussion

**Evaluation Methods**

Review of participant lesson plans  
Review of written reports summarizing instructional activity



**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

**Strategy #1: Classroom Diagnostic Tools (CDT)**  
**Strategy #2: Using Student Achievement Data to Support Instructional Decision Making**

| Start    | End       | Title   | Description  | Person Responsible  | SH  | S | EP | Provider                                | Type | App. |
|----------|-----------|---|--|---|-----|---|----|---|------|------|
| 9/1/2016 | 6/30/2018 | Provide professional development in using data to inform instruction for administrators and teachers to serve as coaches. | Establish a tiered training program and provide administrators and teachers with the appropriate and necessary training. | Director of Special Education, Director of Adult Education and Assistant Executive Director | 3.0 | 5 | 24 | IU1 Center for Professional Development | IU   | No   |

**Knowledge**

Administrators and teachers will be skilled at using data to inform instructors.

Recognized

**Supportive Research**

Recognized

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

(Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Show Details

Recognized

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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 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.

### Training Format

Series of Workshops  
Professional Learning Communities

### Participant Roles

Classroom teachers  
Principals / Asst. Principals  
Other educational  
specialists

### Grade Levels

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

### Follow-up Activities

Analysis of student work,  
with administrator and/or peers

### Evaluation Methods

Review of participant lesson plans  
Review of written reports  
summarizing instructional activity

**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

**Strategy #1: Classroom Diagnostic Tools (CDT)**  
**Strategy #2: Using Student Achievement Data to Support Instructional Decision Making**

| Start    | End       | Title   | Description   | Person Responsible  | SH  | S | EP | Provider                                | Type                    | App. |
|----------|-----------|---|---|---|-----|---|----|---|-------------------------|------|
| 7/1/2019 | 6/30/2022 | Provide necessary professional development so administrators are knowledgeable and teachers are skilled in using a wide spectrum of student performance assessments | Establish a system of professional development for using a wide spectrum of student performance assessments, and provide staff with the opportunity to obtain the training appropriate for their needs. | Director of Special Education, Director of Adult Education and Assistant Executive Director | 3.0 | 5 | 24 | IU1 Center for Professional Development | Non-profit Organization | No   |

**Knowledge** Teacher will be capable of using a wide spectrum of student performance assessments to measure student achievement.

**Supportive Research** Not at this time

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

|                             |   |   |
|-----------------------------|---|---|
|                             | For school and district administrators, and other educators seeking leadership roles: | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br>Instructs the leader in managing resources for effective results. |
| <b>Training Format</b>      | Series of Workshops<br>Professional Learning Communities                              |   |
| <b>Participant Roles</b>    | Classroom teachers  | <b>Grade Levels</b><br>Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)               |
| <b>Follow-up Activities</b> | Analysis of student work, with administrator and/or peers                             | <b>Evaluation Methods</b><br>Classroom student assessment data  |

**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Strategy #1: Effective Teaching Principles**

| Start    | End       | Title   | Description   |
|----------|-----------|---|---|
| 7/1/2019 | 6/30/2022 | Professional Development on Effective Teaching Principles | Over the 3 year Plan period, the IU 1 Curriculum will provide professional staff with professional development on Instructional Strategies using Marzano's research-based Essential Nine Instructional Strategies, and Researched-Based Effective Teaching Principles, under the guidance of Curriculum Specialists in Math, Science and ELA. |

| <b>Person Responsible</b>   | <b>SH</b> | <b>S</b> | <b>EP</b> | <b>Provider</b> | <b>Type</b> | <b>App.</b> |
|---|-----------|----------|-----------|-----------------|-------------|-------------|
| Assistant Executive Director, Principals/Supervisors, Curriculum Department | 3.0       | 5        | 20        | IU #1           | IU          | No          |

|                               |  |  |                           |  |  |  |
|-------------------------------|--|--|---------------------------|--|--|--|
| <b>Knowledge</b>              | Staff will review and learn and implement Marzano's 9 Instructional Strategies and principles that will aid teachers define the arrangement of their classrooms, how they allocate instructional time, the supplemental resources they select, how to determine whether their students are learning, and the way to communicate with students' families. |  |                           |  |  |  |
| <b>Supportive Research</b>    | Marzano's Essential 9 Instructional Strategies, based on research of best practices of Robert Marzano and the Marzano Research Institute, and his book - Classroom Instruction that Works.   |  |                           |  |  |  |
| <b>Designed to Accomplish</b> | For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.  |  |                           |  |  |  |
|                               | For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.   |  |                           |  |  |  |
| <b>Training Format</b>        | Series of Workshops  |  |                           |  |  |  |
| <b>Participant Roles</b>      | Classroom teachers<br>Principals / Asst. Principals  |  | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |  |  |
| <b>Follow-up Activities</b>   | Analysis of student work, with administrator and/or peers<br>Creating lessons to meet  |  | <b>Evaluation Methods</b> | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and               |  |  |

varied student learning styles  
 Peer-to-peer lesson  
 discussion  
 Joint planning period  
 activities  
 Journaling and reflecting

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

**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Strategy #1: Effective Teaching Principles**

| Start    | End       | Title   | Description  | Person Responsible           | SH  | S | EP | Provider | Type | App. |
|----------|-----------|---|--|------------------------------|-----|---|----|----------|------|------|
| 7/1/2019 | 6/30/2022 | Professional Development for the Implementation of Project Based Learning | IU 1 Professional Staf will complete Professional Development on Project Based Learning, designed to provide training oncross-curricular lessons relative to PA Core Standards under the umbrella of the threshold of projects. During a current study on the effects of students participating in projects in IU 1 Fab Labs and classroom behaviors, PBL is proving to be a viable strategy to reduce the number of discipline problems in classroms, therefore, indicators of effectiveness will be measured to include a decrease in the number of discipline referrals as well as an increase in growth and achievement. | Assistant Executive Director | 3.0 | 2 | 20 | IU #1    | IU   | No   |



|                               |  |                           |   |
|-------------------------------|--|---------------------------|---|
| <b>Knowledge</b>              | Participants will learn techniques related to Problem Based Learning   |                           |   |
| <b>Supportive Research</b>    | The Project Based Learning model helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, PBL gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner. In the school and beyond, the model further allows teachers opportunities to build relationships among colleagues and with those in the larger community. Links to Research on PBL can be found on the NEA Website at <a href="http://www.nea.org/tools/16963.htm">http://www.nea.org/tools/16963.htm</a> . |                           |   |
| <b>Designed to Accomplish</b> | For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.  |                           |   |
|                               | For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.   |                           |   |
| <b>Training Format</b>        | Series of Workshops  |                           |   |
| <b>Participant Roles</b>      | Classroom teachers<br>Principals / Asst. Principals  | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)  |
| <b>Follow-up Activities</b>   | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br><br>Analysis of student work, with administrator and/or peers<br>Creating lessons to meet   | <b>Evaluation Methods</b> | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Student PSSA data<br>Standardized student assessment data other than the PSSA |

varied student learning styles  
 Peer-to-peer lesson  
 discussion  
 Joint planning period  
 activities

Review of participant lesson plans

|                             |  |   |
|-----------------------------|--|---|
| <b>LEA Goals Addressed:</b> | <b>Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.</b> | <b>Strategy #1: Effective Teaching Principles</b> |
|-----------------------------|--|---|

| Start    | End       | Title  | Description  | Person Responsible           | SH | S | EP | Provider | Type | App. |
|----------|-----------|--|--|------------------------------|----|---|----|----------|------|------|
| 7/1/2019 | 6/30/2022 | Professional Development for Text Dependent Analysis | The IU 1 will provide Professional Development for Text Dependent Analysis (TDA) to improve student writing skills and help increase achievement and growth for students in grades 3-8. Evidence will be collected through practice writing samples scored throughout the year, and ultimately through an observed increase in PSSA achievement and growth. This Implementation Step meets the Comprehensive Planning requirement through Chapter 4 of Language and Literacy Acquisition for all students. | Assistant Executive Director | 3  | 5 | 20 | IU #1    | IU   | No   |

**Knowledge** Staff will train and implement with fidelity Text Dependent Analysis, which asks students to compose answers to prompts based on specific information within a reading passage as well as show that they can interpret the



information as well.

**Supportive Research**

In a research summary completed by the NCIEA and PDA, it was found that in all, the exploratory research detailed in this report revealed that teachers believe that high quality professional development on TDAs is useful for deepening their knowledge and impacting their instruction. The classroom observations of the three groups of teachers revealed meaningful qualitative differences in the quality of instruction, with those teachers receiving more in-depth professional development presenting a stronger command of TDA instruction in their classrooms. Similarly, teachers receiving the most in-depth professional development on TDAs were statistically significantly more accurate at scoring their students’ work using the official PSSA TDA rubric than their peers who had not received professional development as part of this study. To view the entire study, please visit the NCIEA website at: [https://www.nciea.org/sites/default/files/inline-files/Text-Dependent%20Analysis%20Report\\_8.24.17\\_Final\\_0.pdf](https://www.nciea.org/sites/default/files/inline-files/Text-Dependent%20Analysis%20Report_8.24.17_Final_0.pdf)

**Designed to Accomplish**

|   |  |
|---|--|
| For classroom teachers, school counselors and education specialists:                  | Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.<br>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| 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.   |

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| <b>Training Format</b>      | Series of Workshops                                 |                           |   |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals | <b>Grade Levels</b>       | Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8) |
| <b>Follow-up Activities</b> | Team development and                                | <b>Evaluation Methods</b> | Classroom observation focusing on                             |

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 discussion

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

**LEA Goals Addressed:** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Strategy #1: Pennsylvania's Schoolwide Positive Behavior Support System**

| Start    | End       | Title  | Description   |
|----------|-----------|--|---|
| 7/1/2019 | 6/30/2022 | Professional Development for Project TEAMology | Elementary and Middle School professionals and paraprofessional will be trained in TEAMology, a holistic, school-wide program that uses six foundations and relatable characters to provide a common language for staff and students. The PD will provide educators with Social Emotional Learning (SEL) and career readiness language, tools and curriculum to reach every student. The program will be implemented in the Campus school Elementary and Middle school programs, where data on behaviors that impede student learning will be tracked, with an anticipated decrease in the number of discipline referrals. This Implementation Step meets the Comprehensive Planning requirement of teaching diverse learners in an inclusive |

setting.

| Person Responsible           | SH | S | EP | Provider | Type | App. No |
|------------------------------|----|---|----|----------|------|---------|
| Assistant Executive Director | 3  | 5 | 50 | IU #1    | IU   | No      |

**Knowledge** How to implement the platform, anti-bullying, peer inclusion, pro-social skills, Career Readiness. Staff will learn ways to teach and facilitate Social Emotional Growth, TEAMology's anti-bullying program, and other aspects of TEAMology.

**Supportive Research** TEAMology is supported by Penn State University, and together they currently in the midst of an initial study of the effectiveness of the program. The IU 1 is a State Lead for TEAMology, and as such will be involved in the study.

**Designed to Accomplish**

|  |  |
|--|--|
| <p>For classroom teachers, school counselors and education specialists:</p>                  | <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>  |
| <p>For school and district administrators, and other educators seeking leadership roles:</p> | <p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> |

**Training Format** Series of Workshops

|                          |   |                     |   |
|--------------------------|---|---------------------|---|
| <b>Participant Roles</b> | Classroom teachers<br>Principals / Asst. Principals | <b>Grade Levels</b> | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5) |
|--------------------------|---|---------------------|---|

|                             | School counselors<br>Paraprofessional<br>Other educational<br>specialists  | Middle (grades 6-8)   |
|-----------------------------|--|---|
| <b>Follow-up Activities</b> | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p> | <b>Evaluation Methods</b>   |
|                             |  | <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>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Review of program's effects on student discipline data</li> </ul> |

# Intermediate Unit Level Affirmations

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We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Executive Director*