

Marple Newtown School District
40 Media Line Road, Newtown Square, PA 19073



Act 48
Professional Development Plan

September 2005

5/2/05

MISSION

The mission of the Marple Newtown School District is to prepare each student for a responsible, rewarding, and self-reliant life.

In cooperation with home and community, our mission will be accomplished by:

- Creating an educational environment which fosters personal excellence to develop a life-long enjoyment of learning
- Enabling each student to be a productive citizen to meet the challenges of a rapidly changing world

Belief Statements

Belief statements serve as the foundation of a strong professional development plan. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual Planning Team members.

The Professional Development Council believes that:

1. Education is the foundation of a successful society.
2. Education enables students to become responsible, contributing, empathetic members of society.
3. Education helps students set goals and prepare for the world beyond the district.
4. Understanding and respect for cultural and ethnic diversity is promoted through education and communication.
5. Meeting the intellectual, emotional, social, ethical, and physical needs of students is critical to effective education.
6. Every student has worth and can learn.
7. Education addresses the developmental needs, learning style, aptitude, and achievement of the individual.
8. The process of learning is a nurturing and academically challenging environment enhances self-esteem and success.
9. Students need the skills to become critical thinkers.
10. Learning is a life-long activity.
11. Technologies and their applications play a vital role in the educational process.
12. Local resources are rich assets for, and complementary to, the school community.
13. Education is a partnership between home, school, and community.
14. Quality staff, dedicated to excellence, is essential for student success.
15. Education requires financial commitment with accountability.
16. On-going assessment of the district programs is essential.

I. Marple Newtown School District Professional Development Plan

INTRODUCTION

This Professional Education Plan was developed to meet the educational and staff development needs of the Marple Newtown School District, its professional educators, and community. It is designed to meet the requirements of Act 48 of 1999 signed into law on November 23, 1999, and revised May 2001. This legislation requires that all certified educators complete six college credits, six credits of continuing professional education courses, or any combination of collegiate studies, continuing professional education courses or learning experiences equivalent to 180 hours every five years. These professional education requirements support achievement of the Pennsylvania Academic Standards, the Chapter 49 Teacher Certification Standards, and high standards for all educators and students.

PROFESSIONAL DEVELOPMENT COUNCIL

The Marple Newtown Council has been established in accordance with Act 48 Guidelines, and includes teacher representatives from the elementary, middle and high school levels, and educational specialists; administrators; and School Board appointed parents and local community/business representatives.

The Professional Development Council, comprised of the following members, prepared the Professional Development Plan.

Professional Development Council Co-Chairs:

Lynne Klempner	Classroom Teacher, Loomis Elementary
Dr. Constance E. Bompadre	Director of Elementary Education

Teacher Representatives:

Bev Blumberg	Classroom Teacher, Worrall Elementary
Mary Bollinger	Foreign Language Teacher, MNHS
Karen Brodsky	Counselor, MNHS
Angie Matt	Classroom Teacher, Loomis Elementary
Sherry Nash	Classroom Teacher, Russell Elementary

Educational Specialist Representatives:

Dr. Carl Funk	Science and Mathematics Coordinator
Toni Himes	Reading Supervisor
Sandy Schaal	Humanities Coordinator
Arthur Stevens	Special Ed Supervisor

Administrative Representatives:

Stan Piecara	Director of Secondary Education
Dr. William Duffy	Director of Pupil Services

School Board, Parents, Local Business, and Community:

Kathy Fitzsimmons	Parent/Community
Nancy Galbraith	School Board Member
Martin Godfrey	Local Business/Community
Beth Morgan	Parent/Community

Professional Development Committee

Professional Development Committee Co-Chairs:

Lynne Klempner	Teacher, Loomis Elementary
Dr. Constance E. Bompadre	Director of Elementary Education

Teacher Representatives:

Terri Bartlewitz	Math Teacher, MNHS
Bev Blumberg	Classroom Teacher, Worrall Elementary
Mary Bollinger	Foreign Language Teacher, MNHS
Karen Brodsky	Counselor, MNHS
Marcia Cole-Quigley	Math Teacher, PHMS
Sandra Curson	Art Teacher, Culbertson Elementary
Andrea Fiorentino	Reading Specialist, PHMS
Angie Matt	Classroom Teacher, Loomis Elementary
Sherry Nash	Classroom Teacher, Russell Elementary
Kelly Robinson	Special Ed Teacher, MNHS
Don Sloat	Science Teacher, MNHS

Educational Specialist Representatives:

Dr. Carl Funk	Science and Mathematics Coordinator
Toni Himes	Reading Supervisor
Sandy Schaal	Humanities Coordinator
Arthur Stevens	Special Ed Supervisor

Administrative Representatives:

Thomas Cook	Principal, Culbertson Elementary
Stan Piccara	Director of Secondary Education
Dr. William Duffy	Director of Pupil Services

School Board, Parents, Local Business, and Community (ex-officio):

Kathy Fitzsimmons	Parent/Community
Nancy Galbraith	School Board Member
Martin Godfrey	Local Business/Community
Beth Morgan	Parent/Community

II. Commonwealth of Pennsylvania Act 48

Act 48, enacted in 1999 by the Pennsylvania Legislature, requires all certified educators to complete six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination of the three every five years. (A complete copy of Act 48, Act 48 Guidelines, and Provider Guidelines can be found on the Department of Education Web site at www.pde.psu.) In addition, it is expected by the State that professional education credits relate to the educator's area of certification or future certification, and that Act 48 activities be related to the district's strategic plan. "Providers" of Act 48 credits are colleges, universities, Intermediate Units, PDE approved resources, school district approved consultants and other district approved experiences and opportunities. The school district is a "provider" when it sponsors/offers Act 48 educational activities. Educators who lead or participate in district workshops and standards-related work are eligible for Act 48 credit. Other ways to earn Act 48 hours are described in this document.

The Marple Newtown School District Professional Development Committee will incorporate Act 48 requirements into its work. As a result, the council will work hand-in-hand with the *Professional Development Committee*, in compliance with Act 48.

Professional Development

After reviewing the research, the Professional Development Council has developed this list of standards-based components of effective professional development.

- Professional development should be based on analyses of the differences between (a) actual student performance and (b) expectations for student learning.
- Professional development should involve professional staff members to identify what teachers need to learn in order to provide continuing educational experiences.
- Professional development should be built into the day-to-day work of teaching.
- Professional development should provide training to develop instructional strategies needed to ensure the success of every student.
- Professional development should be continuous and ongoing, involving follow-up and support for further learning. In order for this program to be

successful, support from school district resources and additional sources external to the school that can provide necessary resources and new perspectives are a necessity.

- Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.
- Professional development should provide opportunities to understand the theory underlying the knowledge and skills being learned.
- Professional development should be connected to a comprehensive change process focused on improving student learning.

(Sparks, D. and Hirsh, S., A National Plan For Improving Professional Development, www.nsd.org/library/nsdcplan.htm.1999).

Educator Responsibilities

ACT 48

1. A professional educator is an individual who holds a Pennsylvania certificate or letter of eligibility as a teacher, administrator, or an educational specialist. An educator must accumulate 180 hours of professional education every five years during his/her professional career. If an educator completes more than 6 credits or 180 hours during the five-year period, these additional credits or hours cannot be carried forward to the subsequent five-year period. There are no exemptions from Act 48 for educators who already hold permanent certification in Pennsylvania.
2. One (1) credit of graduate studies or Continuing Professional Education (CPE) courses is equivalent to 30 hours of CPE programs, activities or learning experiences. Three (3) credits of graduate studies or CPE courses are equivalent to 90 hours of CPE programs, activities or learning experiences. In order for graduate credits to be counted toward the Act's requirements, they must be earned at an institution of higher learning approved by PDE and/or by the District's Plan. You may combine graduate credits with CPE programs, activities, or learning experiences to accumulate the 180 CPE hours.
3. Counting credits and hours: The compliance period for the initial 5 year cycle began on January 1, 2000 for graduate credits. The compliance period began July 1, 2000 for CPE Programs, Activities or Learning Experiences. The compliance period for persons initially certified after July 1, 2000 began on the date their initial certification was issued. Current Pennsylvania certificates are listed on PDE's website (www.tes.ed.state.pa.us), under the heading "Teacher Certification System (TCS)."
4. The next compliance period for an additional 5 year cycle begins July 1, 2005. The compliance period for persons certified after July 1, 2005 begins on the date their initial certification was issued.
5. A program, workshop, conference, activity, or learning experience will count for CPE hours only if it is specified in the School District's Professional Development Plan and relates to an Action Plan Goal and the provider is approved by the School District. Programs or workshops provided directly by PDE are another way to accumulate CPE hours. To be noted, the district can only count a program once, which requires a change in the title each time for a project that may be on going.
6. PDE will not count the following towards the 180-hour requirement: break time, social activities, lunch hours, receptions, dinners, or travel time; unassigned or unsupervised (work at home, etc.) time for study, reading or other activities outside the scope of the learning experience, classroom or meeting schedule; Induction

Program, meeting time devoted to announcements, welcoming speeches or organizational reports, and failure to attend the entire learning experience. An educator must attend this program, activity, or learning experience for the full time or the time will not count for that educator. A CPE Program, Activity, or Learning Experience must be time-on-task and at the minimum one-half hour in length.

7. PDE has developed and disseminated a record-keeping system (www.perm.ed.state.pa.us/). An educator has “read only” access to his/her records. PDE will notify an educator by July, 2004 as to the number of credits or hours needed for compliance and the date of notification. A designee from an approved provider is the only one who may enter information regarding credits/hours for an employee. PDE has no mechanism to ensure that a person’s name corresponds to the correct Social Security number. Therefore, it is imperative that an educator keeps a comprehensive professional education log for CPE Programs, Activities, or Learning Experiences. **It is also a PDE requirement that an educator maintains his/her records for each educational course/activity for five years.**
8. The School District's superintendent, or his designee, will continue to approve taking collegiate courses for reimbursement and CPE credits. An educator must submit a transcript to the Human Resource Department upon completion of the course. The district will enter the credits from this course into the PDE record-keeping system. If an educator takes a course that does not need district approval and does not request tuition reimbursement, it is his/her responsibility to secure from the college/university a sealed transcript and send it to the Human Resources director, along with a cover page.
9. The Professional Development Committee will approve conferences, activities, programs, or learning experiences that will count for CPE hours. An educator must request CPE approval for these learning experiences, which are outside of the district offerings, or which are conducted by providers not approved in this plan. The district will issue a Certificate of Attendance upon the completion of a CPE Program, Activity or Learning Experience. If an out-of-district workshop or conference is attended, an educator must obtain from the presenter a Certificate of Attendance with workshop title, presenter’s name, date of workshop and hours attended.
10. The Office of the Directors of Education must notify PDE and the employed educator of the successful completion of credits or hours of programs that have been taken within the district. A PDE-approved provider must notify PDE and the educator of the successful completion of credits or hours of a program, which is conducted by that provider. The educator must bring back a Certificate of Attendance, keep a copy and submit original to the Office of Instructional Services. The office of the Directors of Education will issue a Certificate of Verification of CPE hours for all Continuing Education Activities.
11. A new teacher with a Level I certificate must attain 24 additional credits to receive their Level II certificate. These credits will most likely count toward satisfying the Act 48 requirements, as determined by PDE. An educator who is moving from a Level I

certificate to a Level II certificate may still only use in-service or graduate credit courses.

12. For those educators who move to a different district or entity within their five-year period, all credits and hours attained prior to the move will automatically count toward their 180-hour requirement.
13. Regarding those educators who plan to retire within the next five years, no person can be deemed out of compliance with Act 48 and have their certificate rendered inactive before the end of the five-year compliance period. Those who retire before that time are not affected by the CPE requirements of Act 48, unless an educator would like to keep his/her certification active.
14. In order to assist our non-professional staff to achieve highly qualified status, under NCLB, appropriate training will be offered in specific areas.
15. PDE will provide a grace period until April 30, 2006 for educators to complete their 180 hours for Act 48 credit. Those affected must apply for the grace period. Forms, requesting the grace period, must be returned to PDE by May 31, 2005.

*Although the grace period runs from July 1, 2005, to April 30, 2006, it does not postpone the beginning of the next five-year period. For those who request the grace period, any credits earned beyond the 180 hours (or 6 college credits) by April 30, 2006, will apply to the next five-year requirement.

If you have questions or concerns, please speak to your Professional Development Committee representative, Human Resources, or the Directors of Education.

Needs Assessment

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

School District:

- Professional Development Needs Assessment (January 2005)
- 2004 Technology Study
- 2004-2005 Frameworks In-service Evaluations
- Federal programs monitoring reports
- School profile information
- The vision, mission and goals established in the strategic planning process

Professional Staff:

- Induction plan
- Staff evaluations of previous staff development programs

Our individual professional educators' responses to the Marple Newtown professional education needs assessment conducted by Professional Development Council are sortable by district level and building.

This assessment is based on the following surveys:

- Professional Development Needs Assessment (January 2005)
- Projected curriculum plan for instructional areas
- Standardized Testing Results (such as Terra Nova, PSSA)
- A Professional Development Survey (Winter 2004)
- Strategic Plan survey, 2002
- PSSA results (2000-2005)

As a result of these surveys, specific areas of need were determined in the areas of continuing professional development.

1. Utilizing technology to integrate the curriculum
2. Utilizing various on-line computer services
3. Adapting for social and emotional problems
4. Maintaining student and staff wellness
5. Differentiating for learning needs
6. Infusing thinking skills and problem solving skills into the curriculum
7. Teaching study skills and work habits
8. Implementing PA academic standards
9. Assessing learning to drive student instruction
10. Communicating educational expectations

The Professional Development Plan addresses six goals, determined through the needs assessment described above, to meet the educational and staff development needs of the School District, its professional educators, students and the community.

III.

Professional Goals

(as aligned with Needs Assessment)

Goal 1: Curriculum and Instruction

All classroom and special area teachers and administrators will be trained in the Frameworks model, differentiated instructional strategies, comparison to ensure alignment of PA standards, techniques and strategies for effective classroom management, and the best instructional practices for each curricular area.

Goal 2: Technology

All teachers and administrators will be trained to design, implement, and evaluate the integration of technology at the classroom level. All certified personnel will be trained to utilize technology as a teaching, as well as a productivity tool to improve communication, collection of data (attendance, grades, etc.) and report preparation (progress reports, narratives, lesson plans, etc.).

Goal 3: Assessment of Learning

All classroom, special area teachers and administrators will be trained in (a) a balanced approach to assessment that will measure student mastery, and (b) the use of a district wide assessment database. Both a and b will be used as tools for instructional decision-making.

Goal 4: Professional Development for Leadership

All classroom and special area teachers and administrators will develop and refine leadership and communication skills to improve productivity and leadership effectiveness to further professional growth and increase student achievement.

Goal 5: Communication

All professional staff and administrators will be trained in effective communication techniques to enrich their relationships with students, their peers, parents, and community.

Goal 6: Special Needs

All classroom and special area teachers and administrators will be trained to provide and to enhance educational opportunities for those students with various special needs.

Marple Newtown Professional Development Goals (and Continuing Professional Education Options)

Delivery System:

The identified professional education goals and related continuing professional education options will be met through completion of the approved professional education action plans as they relate to the individual professional educator's area of assignment certification, potential certifications and district determined goals and priorities. The professional education committee has approved the following list of professional education options that may be used to fulfill the six credits and/or 180-hour requirement:

Options to meet these goals may include but shall not be limited to:

- Staff Development programs that comply with the professional education criteria
- Curriculum development, and the design and delivery of various programs offered at the district, building or grade level as determined by the Professional Development Council
- Collegiate level coursework that relates to area of certification and/or related certification areas such as special education, reading, technology, classroom management, for an administrator's certification, and/or to fulfill a district program need
- Continuing professional education courses taken for credit
- Participation in professional conferences and workshops
- Review, redesign and restructuring of school programs, organizations and functions as determined by the district and approved by the Board of Directors. This may include approved accreditation teams and committees working on PSSA, standards, and grants
- Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education, Intermediate Units, and Pennsylvania school entities
- Preparation of continuing professional education courses and in-service or workshop sessions for school districts, the Department of Education, professional conferences, or Intermediate Units (The formula for preparation credit is 4:1 with course hours for the first time taught, and 1:1 for subsequent times taught.)
- Induction professional development activities occurring during the district's defined induction program
- Activities for teachers, educational specialists, and administrators including, but not limited to: District Curriculum Council, Task Forces, Technology Committee, Assessment Committee, and other programs, activities, or learning experiences occurring on a regular basis that are approved for Act 48 credits
- Action research/independent study, which will only receive credit for work completed after employment hours. A curriculum coordinator and/or administrator must supervise this type of study/research and it must receive district approval
- Peer coaching
- Study groups and Program/Department Meetings for the School District of Marple Newtown, meetings for a specific professional development goals, e.g. planning, coordinating curriculum, piloting new programs, and sharing successful teaching, curriculum, and/or assessment projects. These meetings may be scheduled during in-service days, the regular school day, and/or through release time. The meetings must also meet the Act 48 required length of time minimum of one-half hour.

- Individualized Project and Action Research, which are created projects designed to improve instruction and/or student achievement. The purpose, procedures, and timeline to be followed in order for successful completion and awarding of Act 48 credit will be determined by the Professional Development Committee upon the review of the project
- Specialized Training Programs involving parents (or the promotion of parental involvement) in their child's educational process
- Distance learning staff development
- Grant writing that focuses on either the District's Strategic Plan and/or the goals of the Professional Education Plan and receives district approval
- State sponsored/developed professional education courses, programs, activities, or learning Experiences
- Collegiate studies
- Continuing professional education courses taken for credit
- District activities and learning experiences, including approved Individual Professional Development Plan
- District planning
- Other programs, activities, or learning experiences taken for credit or hourly as defined by PDE in Act 48 Professional Development Plan Guidelines April 2002 page 4, item 3

Categories of professional educators:

- Certified teachers (working as a paraprofessional)
- Classroom teachers
- Special area teachers
- Educational specialists
- Building administrators and central administrators
- Substitutes working in the district

IV. Approved Providers for District Professional Education Plan

The following list includes the approved providers for the district. These providers meet the identified needs as stated in the Marple Newtown Plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by the school entities
- Pennsylvania Intermediate Units
- Pennsylvania School District Entities
- Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Providers approved by Pennsylvania Intermediate Units (e.g. list agency names, programs, list providers)
- Pennsylvania accredited Colleges/Universities, all New Jersey accredited Colleges/Universities, all New York accredited Colleges/Universities, all Delaware accredited Colleges/Universities, all Maryland accredited Colleges/Universities, all Ohio accredited Colleges/Universities, and any other accredited College/University that offers distance learning courses, graduate courses or graduate credit workshops/conferences and receive district approval
- Agencies that have formed school/business partnerships with the district
- Sub-contractors (paid or unpaid) who are providing services that meet the district's identified goals including, but not limited to, online training and courses, national consultants, and experts in the areas which have been identified as needed in this plan **(see appendix A)**
- Any and all recognized providers as approved by the School Board of Directors, such as:
 - State and National Professional Organizations (e.g. ASCD, PAIU, NASSP, PAESSP, NAESP, PASA, PASSDC, PSBA, and PSDC)
 - Pennsylvania School Boards Association
 - Marple Newtown Education Association
 - Marple Newtown Ministerium

- Marple Newtown Parent-Teacher Organizations
- Marple and Newtown Township Libraries
- Local Historical Sites
- Community Social Service Organizations

A complete list of providers approved by the professional education committee to provide the continuing Professional Development options is in Appendix A.

V. Action Plans for District Professional Development Plan

Actions Plans for professional development activities meet the goals of the Professional Development Plan. The Action Plans include objectives, a listing of actions to be taken, evaluation procedures, delivery systems, budget implications, and timelines for completion.

Curriculum Plan for Instructional Areas

Curriculum Goals for Act 48

All Curricular Areas

- 1) Monitor curriculum and make adjustments as needed
- 2) Review and select textbooks according to the curriculum review cycle
- 3) Provide ongoing opportunities for teachers of new programs to share ideas and concerns
- 4) Train teachers to use Curriculum-Based Learning (CBC)
- 5) Utilize new materials in the classroom in order to allow for differentiated instruction
- 6) Provide opportunities for teachers to acquire specific knowledge, skills and strategies for effectively teaching PA academic standards
- 7) Implement K-12 curriculum in order to align the scope and sequence with PA academic standards (Pennsylvania)
- 8) Investigate effective uses of internet technology for research activities and instruction design
- 9) Provide professional development for the purpose of training staff to design, implement and evaluate the integration of technology at the classroom level
- 10) Provide professional development for writing across the curriculum

Technology

- 1) Faculty will learn to implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- 2) Training for curriculum mapping

- 3) Train 24 teachers through the ACTS grant and provide opportunities through grade level and/or discipline meetings during regular department meetings, before or after school workshops for teachers to assist colleagues with technology integration
- 4) Provide training to develop innovative instructional practices incorporating video-conferencing or distance learning into the curriculum
- 5) Use METS Standards for Teachers to develop computer literacy standards for staff
- 6) Train teachers on the use of student information software

English Language Learners (ELL)

- 1) Provide training for the entire staff to facilitate the achievement of English proficiency for each student whose dominant language is not English.

Foreign Language

- 1) Reestablish a connection between FLES and secondary foreign language programs
- 2) Balance course offerings in the middle school to give sixth grade honors students the option of French, German, or Spanish
- 3) Address national and proposed Pennsylvania foreign language standards in the area of communication vs. accuracy

Mathematics

- 1) Offer summer school opportunities for math remediation and acceleration
- 2) Implement new SAT Preparation course

Reading/Language Arts/English

- 1) Continue implementation of Foundations in all first grade classrooms and expand into second grade classrooms in the fall of 2005
- 2) Provide opportunities to learn specific knowledge, skills, and strategies for teaching reading and writing
 - Guided Reading
 - Modes of writing, e.g. Narrative, Informational, Persuasive
 - Focus correction areas (FCAs)
 - Pennsylvania writing domains (Focus, Content , Organization, Style, Conventions)
 - Explicit grammar instruction
 - Integrating reading and writing across the curriculum
 - Strategies to promote effective, strategic reading of fiction and nonfiction texts
 - Fluency
 - Continue training of teachers at the primary grade levels in administration of the DRA (Directed Reading Assessment)
 - Review and update book selections at all grade levels

Science

- 1) Acquire training in order to integrate technology within existing science curriculum
- 2) Acquire training in curriculum mapping specifically for science curriculum

Social Studies

- 1) Identify specific needs for high school Social Studies elective courses
 - Cultures
 - Economics
 - Geography
 - Government
 - History
- 2) Develop and implement standards based assessments
- 3) Expand programs that use local history, government, local geography, and economic institutions

Other Curricular Areas

During the 2005-2006 school year, the following areas, Family and Consumer Science, Fine Arts, Health Education, Music, Physical Education, and Industrial Technologies will be in cycle 1 of the curriculum Development Cycle (Appendix L). The above mentioned areas will review their curriculum, complete a needs assessment and establish a working framework.

Business and Technology Education will be in Cycle 3 during the 2005-2006 school year. They will begin implementing their program (Appendix L).

The district will offer cardiopulmonary resuscitation training (CPR) on site at least once every 3 years.

**Marple Newtown School District
Media Line Road, Newtown Square, PA 19073**

- Goal #1:** **Curriculum and Instruction**
- Program:** Meeting Curriculum and Instructional Needs
- Need Statement:** The District has an on going need to review, refine and develop curriculum and to align the curriculum with State Standards.
- Purpose:** All classroom and special area teachers and administration will be trained in the curriculum review processes, comparison of curriculum with State Standards, test results, development of new curriculum, and the best instructional practices for each curriculum area.
- Delivery System:** State Standards, State and Standardized Test Results, District Curriculum Development Process, Curriculum Review and Writing Teams, and Best Instructional Practice by content area delivered by coursework, workshops, conferences, study groups, in-service days, and college and university coursework.
- Budget Implications:** Curriculum Budget, Building Budget, and Grant Funding
- Method of Evaluation:** Formative assessment (teacher made tests, publisher supplied tests, performance assessments, student presentations, etc.), observation of teachers, PSSA, Terra Nova, District-wide Assessments
- Timeline:** Ongoing from 2005-2010

Goal # 1: Curriculum and Instruction

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
1) Frameworks: All classroom and special area teachers will be trained in the <u>Frameworks</u> model of Instruction	<ul style="list-style-type: none"> • Instructional Strategies • Planning • Classroom Organization • Teacher Evaluation • Reflective Practices 	Professional Staff Instructional Assistants Principals, Supervisors Coordinators, Directors	June 2006
2) Differentiated Instruction: To learn diverse Instructional strategies for teaching and learning that will promote student achievement	<ul style="list-style-type: none"> • Flex grouping • Multiple intelligences • Adapting materials • Learning Styles • Cooperative learning • Motivational Techniques 	Professional Staff Instructional Assistants Principals, Supervisors Coordinators, Directors	Ongoing
3) Curriculum Development and revision: To provide increased opportunities to align curriculum to Pennsylvania standards to promote student achievement	<ul style="list-style-type: none"> • Alignment of curriculum with State standards • Curriculum mapping • Infuse critical thinking into the curriculum • Implement curriculum plan (staff development to familiarize faculty with scope and sequence). • Interdisciplinary/thematic units 	Professional Staff Instructional Assistants Principals, Supervisors Coordinators, Directors	Ongoing as outlined in the Curriculum Review Cycle (Appendix M)
4) Classroom Management: To enhance teacher preparedness in classroom management	<ul style="list-style-type: none"> • Management techniques to enhance instruction • Behavior modification approaches • Increase student responsibility • Administrative procedures 	Professional Staff Instructional Assistants Principals, Supervisors Coordinators, Directors	Ongoing
5) New Research -- Learning Theories: To inform staff of current educational Research and learning theories	<ul style="list-style-type: none"> • Instructional practices based on current research • Brain based learning • Emotional Quotient • Motivational Techniques 	Professional Staff Instructional Assistants Principals, Supervisors Coordinators, Directors	Ongoing

Marple Newtown School District
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Goal # 2: Technology

Program: Utilizing technology to improve Teaching, Learning, and Communication

Need Statement: The co-ordination of the district strategic plan with recognized needs for technological competencies for life-long learners requires a district-wide network with the availability of connectivity in every classroom. Teachers, administrators, board members, and the community have expressed a need for technology to be used most effectively to enhance student performance and augment student skills in content area subjects, including remediation activities for students who fail to meet state standards.

Purpose: All teachers and administrators will be trained to design, implement, and evaluate the integration of technology at the classroom level. All certificated personnel will be trained to utilize technology as a teaching as well as a productivity tool to improve communication, collection of data (attendance, grades, etc.) and report preparation (progress reports, narratives, lesson plans, etc.).

Delivery System: Hardware and software (D3M), other integrated technologies (e.g., scientific instruments and tools), District network, District-wide Technology Leadership Team, Instructional Technology Coordinators, training for Technology Leadership Team, consultants, inside and outside of district workshops, after-school meetings, in-service days, graduate courses, use of electronic media, peer collaboration, instructional modules and/or packets, and other methods as identified in the Delivery System section of this Plan.

Budget Implications: Technology budget, curriculum budget, grant funding (for technology and technology competency training, Technology Literacy Challenge Fund, Acts Grant, etc.)

Evaluation Methods: Title I assessments, Terra Nova, PSSA, PSAT, observation of teachers implementing a balanced approach to integrating technology in the classroom, differentiated supervision activities, direct feedback from teachers and administrators, Increased student proficiency in the use of integrated technologies as demonstrated by presentations (e.g. junior initiatives and senior projects).

Timeline: Ongoing from 2005-2010

Goal #2: Technology

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
<p>1) Training of Mentor Teachers: to become familiar with the hardware and software being provided for their grade level, and working in groups of like grade level/ subject matter to design specific lesson plans infusing technology into the current curriculum (matching those plans with Pennsylvania Standards).</p>	<ul style="list-style-type: none"> • Basic Computer Literacy • Software availability • Integrating curriculum technology • Using computers in the classroom • Presentation skills (Power Point) • Graphic Organizers (Inspiration) • Desktop Publishing • Using the Internet • Evaluating internet resources • Using e-mail • Record keeping • Palm Technology • DCIU Partner (1-5) • D3M Training • Assistive technology 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2005 (pending is a 3rd year Acts Grant opportunity)</p>
<p>2) In-service by Mentor Teachers: to provide in-service opportunities for teachers in their building/grade-level/ subject matter instructing specific applications and lesson plans as designed by the Mentor Teacher team.</p>	<ul style="list-style-type: none"> • Basic Computer Literacy • Software availability • Integrating curriculum technology • Using computers in the classroom • Presentation skills (Power Point) • Graphic Organizers (Inspiration) • Desktop Publishing • Using the Internet • Evaluating internet resources • Using e-mail • Record keeping • Palm Pilot 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2006</p>
<p>3) Mentor Teachers train new Mentor Teachers: to provide training for newly identified mentor teachers, and to work as a group to further infusion of technology into existing curriculum and new</p>	<ul style="list-style-type: none"> • Basic Computer Literacy • Software availability • Integrating curriculum technology • Using computers in the classroom • Presentation skills (Power Point) 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2007</p>

curricular development.	<ul style="list-style-type: none"> • Graphic Organizers (Inspiration) • Desktop Publishing • Using the Internet • Evaluating internet resources • Using e-mail • Record keeping • Palm Pilot 		
4) Conferences: to provide course specific training for professional staff.	<ul style="list-style-type: none"> • Integrating curriculum technology • Teaching research skills • Designing internet lessons • Designing of course web sites 	Professional Staff Supervisors Principals Directors	Ongoing
5) College/University, Off Campus Courses (in house), and On-line coursework: to provide course specific training and opportunities for increasing technological skills and expanding certification for professional staff.	<ul style="list-style-type: none"> • Integrating curriculum technology • Teaching research skills • Designing internet lessons • Designing of course web sites 	Professional Staff Supervisors Principals Directors	Ongoing

**Marple Newtown School District
Media Line Road, Newtown Square, PA 19073**

Goal # 3: Assessment

Program: Assessment of Student Learning

Need Statement: There is a need to provide staff with knowledge of the various types of assessments and technologies and how they can be used to improve student performance.

Purpose: To train all classroom teachers, special area teachers and administrators to (a) develop a balanced approach to assessment that will measure student mastery and (b) to use a district wide assessment data base. Both a and b will be used as analitical tools for instructional decision-making.

Delivery System: The following methods may be used for training and in-servicing: in-house trainers, consultants, inside and outside of district workshops, after-school meetings, in-service days, graduate courses, use of electronic media, peer collaboration, instructional modules and/or packets, and other methods as identified in the Delivery System section of this Plan.

Budget Implications: Funding from district curriculum, staff development and building budgets.

Evaluation Methods: The following methods may be used to evaluate achievement of the priority goal: surveys, classroom observations, interviews, questionnaires, anecdotal records, analysis of data, implementation plans, reports, data bases, and other methods as deemed appropriate.

Timeline: Ongoing from 2005-2010

Goal # 3: Assessment

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
<p>1) To utilize data collected from local, state and national assessments in the identification of proficiency levels in core areas of learning.</p>	<ul style="list-style-type: none"> • Train staff in the interpretation and analysis of standardized assessment measures • Train staff in the development of local assessments which accurately measure the essential learning of the Pennsylvania Academic Standards in the core curricula areas • Train staff to utilize collected data, including a district assessment database, to analyze effectiveness of current instructional practices and to create programs to meet needs of students at varying levels of achievement • Train staff to utilize collected data including a district assessment database 	<p>Professional Staff Supervisors Principals Directors</p>	<p>Ongoing</p>
<p>2) Continue to provide staff with the tools to design and implement authentic performance and assessment tasks.</p>	<ul style="list-style-type: none"> • Continue to provide training in the design and use of alternative performance tasks and assessments • Provide time during the school year for teachers to develop authentic performance tasks and assessments 	<p>Professional Staff Supervisors Principals Directors</p>	<p>Ongoing (yearly review with Curriculum Review cycle)</p>
<p>1) To train teachers to help students learn to monitor and assess their own performance using the performance based tasks and scoring guide.</p>	<ul style="list-style-type: none"> • Provide staff with strategies for instructing students in the use of rubrics as a learning tool. • Provide staff with instruction in the use of the PSSA Writing Domain Scoring Guide, the PSSA Reading Scoring Guide, and the PSSA Mathematics Scoring Guide 	<p>Professional Staff Supervisors Principals Directors</p>	<p>Ongoing</p>
<p>2) To train teachers to monitor progress of special needs students.</p>	<ul style="list-style-type: none"> • Provide staff with opportunities for training in progress monitoring strategies and the PA State Progress Monitoring Model 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2005 to August 2007</p>

**Marple Newtown School District
Media Line Road, Newtown Square, PA 19073**

- Goal # 4:** **Professional Development for Leadership**
- Program:** Leadership Development to Improve Instruction
- Need Statement:** Certified staff identify areas of need to plan, evaluate and utilize programs which further professional growth and maximize student achievement.
- Purpose:** All classroom and special area teachers and administrators will develop and refine leadership and communication skills to improve productivity and leadership effectiveness to further professional growth.
- Delivery System:** The following methods may be used for training or in-servicing: in-house trainers, consultants, inside and outside of district workshops, after-school meetings, in-service days, graduate courses, use of electronic media, peer collaboration, and other methods as identified in the Delivery System section of this plan.
- Budget Implications:** Building, District, curriculum , grant funding (Title II)
- Evaluation Methods:** The following methods may be used to evaluate achievement of the priority goal: Surveys, classroom observations, interviews, questionnaires, anecdotal records, analysis of data, implementation plans, reports, lesson plans, discipline records, report cards, student products, parent/student conferences, review of databases, and other methods as deemed appropriate.
- Timeline:** Ongoing from 2005-2010

Goal # 4: Professional Development for Leadership

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
1) To effectively evaluate programs to maximize student achievement.	<ul style="list-style-type: none"> Provide opportunities for staff to be trained in program evaluation strategies (use of surveys and data management) 	Professional Staff Supervisors Principals Directors	April 2005 to April 2010
2) To effectively evaluate and use programs to promote professional growth.	<ul style="list-style-type: none"> Provide opportunities for reflective practices Provide training in alternative teacher evaluation Provide induction training 	Professional Staff Supervisors Principals Directors	Ongoing
3) To develop and refine leadership skills to maximize productivity, communication and leadership.	<ul style="list-style-type: none"> Provide opportunities for participation in leadership development and communication improvement 	Professional Staff Supervisors Principals Directors	Ongoing
4) To encourage and develop expanded areas of certification.	<ul style="list-style-type: none"> Approve and provide opportunities for professional growth 	Professional Staff Supervisors Principals Directors	Ongoing

**Marple Newtown School District
Media Line Road, Newtown Square, PA 19073**

Goal # 5: Communication

Program: Communication (between student and student, teachers and students, teachers and parents, teacher and teacher, school and community).

Need Statement: There is a need for training that will promote improved relationships and communication with students, parents, and community.

Purpose: All professional staff and administrators will be trained in effective communication techniques to enrich their relationships with each other, as well as the community and parents.

Delivery System: The following methods may be used for training or in-servicing: in-house trainers, consultants; inside and outside of district workshops; after-school meetings; in-service days; graduate courses; use of electronic media; peer collaboration; instructional modules and/or packet; and other methods as identified in the Delivery System section of this plan.

Budget Implications: Funding from district staff development and building budgets

Evaluation Methods: The following methods may be used to evaluate achievement of the priority goal: Surveys, classroom observations, interviews, questionnaires, anecdotal records, analysis of data, implementation plans, reports, lesson plans, discipline records, feedback, report cards, student projects, parent/student conferences, review of databases, and other methods as deemed appropriate.

Timeline: Ongoing from 2002-2010

Goal # 5: Communication

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
1) To improve communication between teachers and students.	<ul style="list-style-type: none"> • Speakers • Workshops • Conferences • Assessment Strategies • Class Meetings 	Professional Staff Supervisors Principals Directors	Ongoing
2) To improve communication between teachers and parents (i.e. reporting student progress).	<ul style="list-style-type: none"> • Parent Conferences • Building Level Parent Workshops • Report Process (Report Cards) • Progress Reports • Organizational structure for communications between teachers and Special Education Case Managers 	Professional Staff Supervisors Principals Directors Parents	Ongoing
3) To increase the flow of information about schools to the community.	<ul style="list-style-type: none"> • In-service workshops • Committees • District Policies • Web Page • Discussion Groups • School Committees • Coffee Klatches • P.T.O. • Caring Coalition • DARE • Safety Plan 	Professional Staff Supervisors Principals Directors School Board, PTO, Parents and Community	Ongoing
4) To improve internal communications (i.e. administration to teacher, among academic disciplines and among grade levels.	<ul style="list-style-type: none"> • Curricular development sessions • Technology Trainings • District Policies • Special Education Case Manager-Teacher 	Professional Staff Supervisors Principals Directors	Ongoing

**Marple Newtown School District
Media Line Road, Newtown Square, PA 19073**

Goal # 6: Special Needs

Program: Continuing Professional Development to Improve Instructional Practices:
Special Needs

Need Statement: Professional staff need to be provided with continuing educational opportunities in order to improve and update the skills needed to meet the needs of the diverse population of students in the Marple Newtown School District.

Purpose: To train the professional staff in modifying, accommodating and delivering the curriculum content to effectively teach and support all students in the Marple Newtown School district.

Delivery System: The following methods may be used for training or in-servicing: In-house trainers, consultants; inside and outside of district workshops; after-school meetings; in-service days; graduate courses; use of electronic media; peer collaboration; instructional modules and/or packet; and other methods as identified in the Delivery System section of this Plan.

Evaluation Methods: The following methods may be used to evaluate achievement of the priority goal: surveys, classroom observations, interviews, questionnaires, anecdotal records, analysis of data, implementation plans, reports, lesson plans, discipline records, feedback, report cards, student products, parent/student conferences, review of databases, and other methods as deemed appropriate.

Timeline: Ongoing 2005-2010

Goal # 6: Special Needs

Action Plan Objective	Possible Strategies and Resources	Participants	Timeline
1) To provide awareness of the varying needs of the school population.	<ul style="list-style-type: none"> • Provide awareness sessions and training on effective strategies • Visitations to other schools within and outside the district • Speakers • Courses • Workshops 	Professional Staff Supervisors Principals Directors	August 2005 to August 2010
2) To provide training on the effective strategies for students with varying needs.	<ul style="list-style-type: none"> • Provide training in monitoring, modifying and adapting curriculum. • Speakers • Consultation • Visitation to other schools • Faculty meetings • Instructional Support Teacher directed in-services • Workshops 	Professional Staff Supervisors Principals Directors	Ongoing
3) To educate staff in the delivery of the curriculum in the least restrictive environment.	<ul style="list-style-type: none"> • Training in the implementation of an IEP • To provide training in the skills needed for the staff to effectively collaborate and communicate in the planning and delivery of the curriculum • Provide training to adapt and modify curriculum and materials • Provide training to adapt and modify assessments • Provide training in the necessary skills to develop and implement enrichment activities • Provide training in the use of differentiated instruction to meet the needs of all students 	Professional Staff Supervisors Principals Directors	August 2005 to August 2010

<p>4) To update the staff on current changes in education law and the effects that those changes may have for the professional and para-professional staff.</p>	<ul style="list-style-type: none"> • Consultation with educational lawyers and district administrators • Practice for due process hearings • In-services on recent developments in areas of educational law • Provide common planning time for the professional staff 	<p>Professional Staff Supervisors Principals Directors</p>	<p>Yearly</p>
<p>5) To provide the necessary skills to effectively incorporate the para-professional in the planning, implementation and delivery of the curriculum.</p>	<ul style="list-style-type: none"> • To provide training in the skills necessary to communicate with the para-professional the expectations and responsibilities associated with their role in educating all students • To provide training in the role of the para-professional in the implementation of an IEP • To provide training to all staff in the skills needed to continually gather data in monitoring the progress of all students in the district curriculum 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2005 to August 2007</p>
<p>6) To provide a program that addresses the needs of the gifted child, including social, emotional, cognitive, and physical need.</p>	<ul style="list-style-type: none"> • To stimulate the cognitive processes of creativity, originality, problem solving, and complexity (increasing content depth and sophistication) • To provide a Gifted Multidisciplinary Evaluation and Present Levels of Educational Performance of sufficient depth and scope to provide a comprehensive gifted individualized education program 	<p>Professional Staff Supervisors Principals Directors</p>	<p>August 2005 to September 2006</p>

	<ul style="list-style-type: none">• To ensure that the gifted student is able to benefit meaningfully from the rate, level and manner of instruction• To provide learning opportunities that go beyond the program that the student would receive as part of the regular education program• To integrate gifted education as part of the regular instructional day• To provide flexible grouping to maximize the potential of each identified gifted student		
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VI. A DESCRIPTION OF THE PROCESS FOR REVIEWING AND AMENDING THE PLAN ANNUALLY

The Professional Development Committee previously described in this document will continue to meet throughout the five-year period covered by this plan. Yearly reviews will be conducted for the purpose of evaluating professional development activities for Act 48. These reviews will include the monitoring of the professional education plan, the determination of emerging needs, the selection and scheduling of learning activities and providers, and an on-going evaluation of the professional education activities (Professional Development Evaluation Form). The committee will review evaluations of continuing professional development activities and conduct yearly needs assessments for annual updates to the plan. Yearly action plans based on the Strategic Plan goals, current needs assessments, and District initiatives will continue to be integrated into the Act 48 plan.

VII. EVIDENCE THAT THE PLAN MEETS THE PROFESSIONAL DEVELOPMENT CRITERIA AND STRIKES A BALANCE BETWEEN CONTENT, PEDAGOGY, AND OTHER SKILLS

We believe that the content and design of our professional development plan should be determined by the learning needs of our professional staff, the organizational needs of the school district, and changing state policies and initiatives. We utilized the information developed from the school district's Needs Assessment and Professional Development Reporting Form to determine tentative content and timeline for our professional development offerings. Specific content of professional development offerings by the District will be determined by District goals, as developed by the Board of School Directors and on-going Needs Assessment in the area of curriculum and instruction.

It is our intention to utilize much of the current research, which explains how adults learn and involve our professional staff in active learning situations. This approach requires structures that introduce new theory or methodology, involve the participants through discussion groups, problem solving, guided practice, reflection, application and collegial activity. Our overall goal is to integrate changes suggested by current research into daily practice. The content of specific offerings will be determined by the needs of the professional staff involved.

Professional development plans must strike a balance between content, pedagogy, and other skills needed, and include evidence that they meet the following professional education criteria:

- Is related to attaining the Pennsylvania Academic Standards
- Insures high-quality instruction
- Is planned to address the needs of the school district and its professional employees
- Has clear and concise written content and skills-based competencies
- Included content and instructional methods that are appropriate for the intended competencies to be mastered
- Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject area being taught

- Is research-based, data-driven and contributes to measurable increases in student achievement
- Provides sufficient support and resources to enable individuals to master new skills
- Contributes to building learning communities and continuous improvement
- Requires that participants demonstrate attainment of the competencies
- Is evaluated by participants

In order to maintain and collect data on professional development activities and courses taken, **the staff is provided an Act 48 link to the state on our website** for each employee to check the record of professional development activities attended. It is the responsibility of each Marple Newtown employee to maintain an up-to-date and accurate account of all courses, activities, and workshops that they have taken and that have been approved for Act 48 credit.

VIII. Professional Education Plan Signature Form

Date Submitted to PDE: October 31, 2002

School Entity: Marple Newtown School District

Address: 40 South Media Line Road

Newtown Square, Pennsylvania **Zip Code** 19073

Chief School Administrator: Dr. Robert Mesaros, Superintendent

Telephone: (610) 359-4256

Contact Person: Dr. Constance E. Bompadre, Director of Elementary Education

Telephone: (610) 359-4264

We affirm that this professional educational plan has been developed in accordance with the laws, regulations and guidelines regarding professional educational plans and that the plan was recommended by the Professional Educational Committee and approved by the school board.

Signature
Board Secretary

(Date)

Signature
Board President

(Date)

Signature
Chief School Administrator

(Date)

Signature, Co-Chair
Professional Education Committee

(Date)

Appendices

Appendix: A

“Providers” of Act 48 credits are colleges, universities, Intermediate Units, PDE approved resources, school district approved consultants and other district approved experiences and opportunities. The school district is a “provider” when it sponsors/offers Act 48 educational activities. Educators who lead or participate in District workshops and standards-related work are eligible for Act 48 credit.

Provider List

American Association for the Advancement of Science (AAAS)
American Association for Family and Consumer Science (AAFCS)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
American Association of Physics Teachers (AAPT)
American Association of School Administrators (AASA)
American Association of School Librarians (AASL)
American Association of Teachers of French (AATF)
American Association of Teachers of German (AATG)
American Association of Teachers of Spanish (AATS)
American Counseling Association (& all sub groups) (ACA)
Attendance/Child Accounting Professional Association of (A/CAPA)
Academy of Natural Science
Access Home Health
Access PA
American Choral Directors Association (ACDA)
American Chemical Society (ACS)
American Council on Teaching of Foreign Language (ACTFL)
American Guidance Association (AGA)
Addison-Wesley Publishing Company (and affiliates)
Afro-American Historical Cultural Museum
American Federation of Teachers (AFT)
American Health Foundation (AHF)
A I Dupont
American Institute of Physics (AIP)
Alan Gutt Macher Institute
Alison Reynolds, University of Southern Mississippi
All Care
Allegheny Educational Systems, Inc.
Allentown Art Museum
Allied Home Care
American Academy of Dermatology
American Association of Criminologists
American Cancer Society
American Chemical Society (Division of Chemistry Education)
American Council on the Teaching of Foreign Languages (ACTFL)
American Psychiatric Association (APA)
American Heart Association
American Home Patient
American Legion

American Medical Association (AMA)
American Psychiatric Association (APA)
American Psychological Association
American Red Cross
American Society for Quality and Innovation
American Speech/Language Association
A Moment's Notice
American Optometric Student Association (AOSA)
Andrea Fishman
Annenberg/CPB
Apple Computer Corporation
Applebaum Training Institute
Asian Pacific Risk and Insurance Association (APRIA)
Art Institute of Philadelphia
American School Counselors' Association (ASCA)
Association of Supervision and Curriculum Development (ASCD)
Associated Home Health
Association for Quality and Participation
Association of School Psychologists
Astronomical Society of the Pacific
Association of Teachers of Mathematics of Philadelphia and Vicinity (ATMOPAV)
Advanced Training Systems (ATS)
Appleworks Users Group International (AWUG)
BABES Program
Barbara Heisler
Barnes Foundation
Benchmark School
Bernie Donegan & Associates
Beth M. Bolton, Esther Boyer College of Music of Temple University
Bob Randall
Boeing Corporation
Bonnie Botel Sheppard — Penn Literacy Network
Brain Connection.com
Brandywine River Museum
Bryn Mawr Child Study Center
Bryn Mawr Youth and Family Center
Bureau of Drug and Alcohol
Bureau of Education and Research
Business/Education Alliance of Delaware County
Care Technologies, Inc.
Caretenders Health Corporation
Carolina Biological Supply Company
Carolyn Mercato
Casio
CDC Center for Disease Control (US Centers for Disease Control & Prevention)
Center for Empowered Discipline
Center for Empowered Teaching
Chester County Historical Society
Children's Hospital of Philadelphia
Children's Seashore House
Christopher D. Azzara, Hartt School of Music of the University of Hartford

Civil Museum - Philadelphia
CLASS
Colleen Conway, Michigan State University
Colleges of Education with a Health, Physical Education of Sports Education
Department
Commonwealth Libraries
Community Home Health
Community School (Delco. IU)
Council for Exceptional Children
Curriculum Design for Excellence (Dr. T. Roger Taylor)
Cynthia Crump Taggart, Michigan State University
Council for Exceptional Children
Dairy Council
Drug Abuse Resistance Education (DARE)
Davidoff Associates
Delaware County Family and Consumer Science Association (DCFCS)
Delaware County Intermediate Unit (DCIU)
Delaware County Science Teachers Association (DCSTA)
Delaware County Artists' Guild
Delaware County CYS
Delaware County Library System
Delaware County Psychological Services
Delaware County Reading Council
Delaware County Science Fair
Delaware Valley Association for Supervision and Curriculum Development
Delaware Valley English Alliance
Delaware Valley On Line, Steven Weisz
Delaware Valley Science Fair
Dell Computer Corporation
Delta Education
DeMato
Department of Environmental Protection (DEP)
Devereaux
Dr. Jill Belchic
Dr. Jonathan Cohen
Dr. Phil Rosen, Delaware Valley Holocaust Museum
Dr. Rachel Goldberg
Dr. Robert Schwarz
Dr. Sandra Klos
Dr. Tamar Chansky
DuPont Hospital for Children
Eastern Instructional Support Center
Ebsco, Inc.
EveryDay Mathematics Corporation
Educational Research Service
Edwin E., Gordon, Distinguished Professor in Residence, University of South
Eileen Feidgus
ELA Reading Program
Elwyn Institute
English Speaking Union
Every Day Learning

Exploratorium
Family, Career and Community Leaders of America (FCCLA)
Education Association (FCS)
Federal Bureau of Investigation (FBI)
FERMI LABS
For Inspirational and Recognition of Science and Technology (FIRST)
Fisher Science Education
FLASH - A copy of a staff development magazine designed and published by the
Flinn Scientific
Follett Library Resources
Full Option Science System (FOSS)
Foundation for Economics Education (Temple)
Franklin Institute
Frick Collection
Friends Assisting Seniors and Families
Friends of the Family
Fulbright Exchange Programs
Gale Group
Gentiva Health Services
Geraldine ft Dodge Foundation
Glencairn Museum
Glencoe/McGraw-Hill
Goodheart-Willcox Publisher
Gordon Institute for Music Learning (GIML)
Governor's Academy for Teachers
Gratz College/Regional Training Center
Great Books Foundation
Great Source
Great Valley Nature Center
Greater Philadelphia Mathematics Project
Greater Philadelphia Secondary Math Project
Guggenheim
Guild of Bookworkers, Delaware Valley Chapter
Guild of Papermakers, Delaware Valley Chapter
Health First Infusion
Hearlihy & Company
Heinemann
Hewlett-Packard
Hi Tech Home Health
HIS (HH only at Melbourne and Delray)
Holcombe Behavioral Health Systems Services
Holocaust Museum
Holt, Rinehart and Winston
Houghton Mifflin
Housecall Central Intake
Housecall Home Healthcare
HSLA
IBM Company
Immaculata College
Institute for Educators and Family and Consumer Sciences (610-647-4400)
Institute of Contemporary Art

Interim (Vero)
Interim (W P BCH)
International Dyslexia Society
International Reading Association
ISE Fair
International Society for Technology in Education (ISTE)
International Technology Education Association (ITEA)
International Thompson Publishing (ITP)
IV Plus
J. C. Todd
JAFL, JDL, ADL
Jay McTighe
JCRC
Jeffrey Auerbach
John Collins Network
Judy Draper, Nurse Educator at Hahnemann University
Judy Schachner
Jupiter-Medical Home Health
Kagan Cooperative Learning
Kathy Hebert
Kathy Schmied
Kodaly Educators of Eastern Pennsylvania (KEEP)
Key Curriculum Press
Keystone State Reading Association)and local councils)
Knowledge Revolution
Koch Crime Institute
LaSalle University Art Museum
Laser Institute
Learning Institute 1St. Joseph's
LEGO Dacta
Leslie Rogalski
Life Guidance
Literacy Corner (and local affiliates)
Longwood Gardens
Main Line Art Center
Marilyn Deceous
Mariner Health - PSL
Marlene Hilkowitz
Martin Memorial Home Health
Math Forum
Mathmaker Series - Education Consultants
McDougal Littell
Montgomery County Science Teachers Association (MCSTA)
Mederi
Medlink of Florida
Music Educators National Conference (MENC)
Mercer Museum
Merck & Co.
Metropolitan Museum of Art
Microsoft Corporation
Mid-Atlantic Eisenhower Consortium

Military War College, Carlisle, Pennsylvania
Millennium HC of America
Modern Language Association (MLA)
Museum of Science and Industry (MOSI)
Museum of Modern Art
Museum of Natural History
National Association of Biology Teachers, state and local affiliates (NABT)
National Association of Elementary School Principals (NAESP)
National Association of Mental Health, state and local (NAMH)
National Aeronautics and Space Administration, state and local (NASA)
National Association of School Psychologists, state and local affiliates (NASP)
National Association of Sport and Physical Education, state and local (NASPE)
National Association of Secondary School Principals, state and local (NASSP)
National Athletic Training Association, state and local affiliates (NATA)
National Academy of Science, state and local affiliates
National Aquarium, state and local affiliates
National Art Education Association, state and local affiliates
National Business Education Association, state and local affiliates
National Conference and Pennsylvania Autism Institute, state and local affiliates
National Council for Economic Education, state and local affiliates
National Council of Social Studies Teachers, state and local affiliates
National Council Teachers of English, state and local affiliates
National Endowment for the Humanities
National Genealogical Society
National Health Care, state and local affiliates
National Science Teachers Association
National Staff Development Council, state and local affiliates
Nazdar
NCS-Education Software & Services Division
National Council of Teachers of Mathematics, state and local affiliates
National Education Association (NEA)
New Jersey Aquarium
National Oceanographic and Atmospheric Administration (NOAA)
North Allegheny School District
Northampton Community College- Lehigh Valley Tech Prep Consortium
Northeast Conference on the Teaching of Foreign Languages (NECTFL)
American Associations of the Teaching of French, Spanish, Italian,
Northeast Foundation for Children
Northwestern Institute
National Science Education Leadership Association, state and local (NSELA)
National Science Foundation, state and local affiliates (NSF)
National Science Teachers Association, state and local affiliates (NSTA)
Nurse Finders
Nurse on Call
Organization of American Kodaly Educators (OAKE)
Occupational Therapy Programs
Olsten-Kimberly
PA Council for Economic Education
PA Council Social Studies
PA Extension Service
PA Governor's Institutes

PA Genealogical Society and local affiliates
 PA Historical Society
 PA Prison Society
 PA School Board Association
 Regional Conferences Regional Associations (PAEA)
 PA Association of Elementary and Secondary School Principals (PAESSP)
 Pennsylvania Association for Family and Consumer Science (PAFCS)
 Pennsylvania Association of Federal Programs Coordinator (PAFPC)
 PAGE, Inc.
 Pam Newton
 Pam Robbins
 Philadelphia Area Orff Schulwerk Associates (PAOSA)
 Paper Book Intensive (PBI)
 Partnership for Excellence, Inc.
 Pennsylvania Association for Supervision and Curriculum Development (PASCD)
 PASCO Scientific
 Paul F-Brandwein Institute, Inc.
 Pennsylvania Council of Teachers of Math (PCTM)
 Pennsylvania Department of Education (PDE)
 Phi Delta Kappa (POK)
 PE Resources/US Games
 Philadelphia Electric Company (PECO)
 Pocono Environmental Education Center (PEEC)
 Penn Literacy Network
 Penn State Children's Literature Conference
 Penn State School Study Council
 Penn State University — All campuses
 Pennsylvania Academy of Fine Arts
 Pennsylvania Art Conservatory
 Pennsylvania Art Education Association
 Pennsylvania Association of Federal Programs Coordinators
 Pennsylvania Council for the Arts
 Pennsylvania Council of Supervisors of Mathematics
 Pennsylvania Council of Teachers of Mathematics
 Pennsylvania Counselors Association
 Pennsylvania Department of Education, Driver Safety Education
 Pennsylvania Department of Health
 Pennsylvania Educational Leadership Foundation
 Pennsylvania Fish and Boat Commission
 Pennsylvania Game Commission
 Pennsylvania Historical Museum Commission (PHMC)
 Pennsylvania Psychological Association
 Pennsylvania State Modern Language Association (PSMLA)
 Pennsylvania Training and Technical Assistant Network (PATTAN)
 Pennsylvania Writing & Literature Project
 Pentamation
 Performance Learning Systems
 Phil Matthews
 Philadelphia Maritime Museum
 Philadelphia Museum of Art
 Philadelphia Stock Exchange

Philadelphia Zoological Gardens
Physician's Choice
PA Interscholastic Athletic Association (PIAA)
PA Institute of Certified Public Accountants (PICPA)
Pitsco
Pennsylvania Junior Academy of Science (PJAS)
Planned Parenthood
Performance Learning Systems (PLS)
Pennsylvania Music Education Association (PMEA)
Premier
Prentice Hall
Prime Presentations
Private Care
Problem Based Learning
Project 2061
Project Assist
Pennsylvania Association for Health, Physical Education (PSAHPERD)
Recreation and Dance
Pennsylvania School Counselor's Association (PSCA)
Pennsylvania State Education Association (PSEA)
Pennsylvania State Library Assoc. (PSLA/ALA)
And American Library Assoc.
Pennsylvania Science Teacher's Association (PSTA)
Ralph Viogada
Reading Assist, Delaware
Reading Public Museum and Art Gallery
Recovery Home Care
Redi-Nurse (Stuart)
Redi-Nurse (Visiting)
Redi-Nusre (St. Lucie)
Regional Training Center
ReMed Services
Richard F. Grunow, Professor of Music Education, Eastman School of Music of
Ridley Creek State Park
Rigby
RN Home Health
Robert Macy
Robert Wagner (Computer)
Rodin Museum
Rohm and Haas Company
Safeguard Scientific, Inc.
Sargent-Welch/VWR Scientific Products
Schuylkill Valley Nature Center
Science Kit & Boreal Laboratories
Science Olympiad
Scott Foresman
Second Language for All (Ellen Bernard Shrager)
School Health Association (SHA)
Shortland
Sex Information and Education Council of the United States (SIECUS)
SIRS, Inc.

Smithsonian Institution
Southeastern PA Area Region Initiative
Southern Conference on Language Teaching (SCOLT)
South-Western Educational Publishers
Springfield Psychological Services
St. Mary's Home Health
Staff Builders
Staff Development Resources
Science Teachers Assoc. of NY State (STANYS)
Steve Sassaman
Suburban School Study Council
Susan Mowry
T.H.E. Institute & Knowvation, Inc.
Teachers Teaching with Technology (T3)
Teachers College Columbia University (Center for Educational Outreach)
Technology Education Association of Pennsylvania (TEAP)
Tender Care
Tender Loving Care
Tenet Home Care
The Education Research Center (TERC)
Teachers of English to Speakers of Other Languages (TESOL)
Texas Instruments
The Cloisters: New York
The College Board
The Family Networker
The Metropolitan Museum of Art
The National Gallery of Art, Washington, D.C.
The National Museum of Women in the Arts
The Smithsonian's National Museum of the American Indian
The University of Rochester.
The Vanguard School
The Wright Group
Thomson Learning
Toyota USA Foundation
Tyler Arboretum
United Nations
United States Department of Education
United States National Park System
University of Pennsylvania Museum of Archeology and Anthropology
University of the Arts
US Department of Health and Human Services
United States Olympic Committee (USOC)
Valley Forge Foundation
Vernier Software
Veterans of Foreign Wars (VFW)
VIP of America
Visiting Nurse Association (VNA)
Wallingford Swarthmore Community Art Center
Ward's (Science)
Wayne Art Center
Wendy Hicks Valerio, University of South Carolina

Wharton Eshenick Museum
Whitney Museum of American Art
Wiggins
World Wide Aquariums
XANTE' Corporation
Zaner Bloser

Other providers as approved by the Professional Education Committee

Appendix: B

The information below is for ACT 48 purposes only

Please fill in only the information that you want to Add/Change

Either type or write in the necessary information and
Send this sheet (in an envelope) to Donna Reynolds office

=====

Social Security Number

_____ - _____ - _____

*(only necessary if you are missing from list
do not put SSN on just change)*

Name

Address

City

State

Zip

Building

MNHS, Paxon Hollow, Culbertson, Loomis, Russell, Worrall

(circle correct one, if more than 1 circle HOME school)

Department

(i.e. SpecEd, Math., Sci. Nurse, Guidance, Grade (if elem/middle, etc)

(revised 10/01/04)

Appendix: C

ACT 48 Procedures

Directions to Check on ACT 48 Hours

www.mnsd.org/email

Resources

ACT 48 Link

Enter your Social Security Number

Check your hours logged with Harrisburg

*need 180 hours within 5 years

Instructional I – You have 6 years to receive your Instructional II Certification

Instructional II – You have 5 years to complete 180 hours of Professional Development

Supervisory I – You have 3 years to receive your Supervisory II Certification

Administrative I – You have 3 years to receive your Administrative II Certification

Instructional Assistant – Accumulate hours to keep a certification

Out of State – A teacher's hours begin ticking when they receive a PA Certificate

Appendix: E

ACT 48 Activities for Teachers

1. If teachers seek Act 48 credit beyond what the district provides, they must seek the principal's approval by using the Request for Leave Form.
2. If the district sponsors the activity or send staff to a workshop, etc., the district will submit the hours to the State. (Complete the NCR Form entitled *Certificate of Participation Evaluation and Verification for Continuing Professional Education for ACT 48*)
3. Teachers will receive a letter from the Directors of Elementary and Secondary Education stating what hours were submitted for a particular activity.
4. Teachers can expect to receive the letter within two weeks of submitting the paperwork.

- **Request for Leave Form**

Appendix: H

**Request for Approval
of
Individual Professional Development Activity
For ACT 48**

This form must be submitted for an activity that is not conducted by an approved provider to the building principal within two weeks of the activity. The coordinator may request pertinent documents such as registration materials, certificate of attendance, and/or agenda.

Name _____ Social Security # _____

School _____

Title of Activity: _____

Date: _____

Place: _____

Time: _____

Number of hours of Act 48 CPE Credits _____
(Exclude travel time, meal time, and registration time)

Brief description of activity: _____

* Use this form if you are seeking ACT 48 credit (beyond the school day).

