

Berks County IU 14

Intermediate Unit Plan

07/01/2017 - 06/30/2020

Intermediate Unit Profile

Demographics

PO Box 16050
Reading, PA 19612
(610)987-2248
Executive Director: Jill Hackman

Planning Process

April 13, 2016: Supervisors' Meeting

- ∞ Introduced Comprehensive Planning, collected feedback regarding mission, vision, and shared values.

May 23, 2016: Leadership Team

- ∞ Initial brainstorming, planning, and review of feedback for 2020 plan (CP Plan).

June 21, 2016: Leadership Team Strategic Planning Session

- ∞ Goals established based on identified areas of concerns and systems analysis results.
 - Identify Patterns, Program Accomplishments, and Concerns
 - Identify and prioritize IU Accomplishments and Concerns
 - Identify and prioritize Systems Challenges

July 2016: BCIU Office Meetings

- ∞ Create goals from systems challenges and other identified IU areas of concerns
 - o Each program with a goal/goals creates action plans using template

July 2016: BCIU Offices

- ∞ Action plans submitted to Executive Director.

August 16-23, 2016: Opening Day

- ∞ Share Mission, Vision, Shared Values and Goals

August 18, 2016: Board Meeting

- ∞ Shared Mission, Vision, Shared Values, and Goals

September 12, 2016: Leadership Team

- ∞ Review of Annual Report as it relates to Comprehensive Plan

October 2016: Directors of ECSS & OPDC Lead

- ∞ Finalize Comprehensive Plan & Review w/ Leadership Team

October 2016

- ∞ Review of Comprehensive Plan with Key Stakeholders
- ∞ Shared Comprehensive Plan with Board

November 2016:

- ∞ Final Submission of Comprehensive Plan

January 12, 2017: Leadership Team

- ∞ Mid-year State of the Unit Update

July 1, 2017: Leadership Team w/ Staff Members

- ∞ Implement Comprehensive Plan

Mission Statement

Provide high-quality resources, innovative services and programs, and responsible leadership to enrich the educational and social services needs of our children, families, schools, and greater community.

Vision Statement

Serve as the premier education services provider in Berks County and across the Commonwealth.

Shared Values

BCIU Priorities:

- ∞ Innovation and Expansion of Services
- ∞ Employee Engagement
- ∞ Fiscal Responsibility
- ∞ Operational Effectiveness

- ∞ Client Relations
- ∞ Strategic Partnerships

BCIU Principles:

- ∞ Lead with Ethics and Integrity
- ∞ Deliver High Quality Services
- ∞ Ensure Fiscal Responsibility
- ∞ Foster Respectful and Collaborative Practices
- ∞ Make Community Centered Decisions
- ∞ Forecast for the Future

Educational Community

Introduction

Berks County Intermediate Unit (BCIU) is a regional education service agency dedicated to serving schools, children, and families in Berks County, Pennsylvania. BCIU offers educators, parents, children, and the community-at-large a wide array of more than 100 programs and services including, but not limited to, special education, student support, curriculum, instruction, assessment, professional staff development, business and information management, instructional media, early childhood education, community childcare, pupil transportation (age 3 to age 21), public relations, and technology. BCIU is a statewide leader in many of the programs and services it provides. Currently, BCIU provides direct services to more than 20,000 children and their families through early childhood, special education, alternative education, and student services programs.

Community Partnerships

BCIU maintains a strong working partnership with all the school districts, non-public schools, and charter schools within Berks County. BCIU facilitates numerous network groups that connect various educational stakeholders including Superintendents' Advisory Council (SAC), High School Principals, Middle School Principals, Elementary Principals, Berks County Curriculum Coordinators, Berks Administrators of Special Education (BASE), ESL Teacher's Network, Federal Programs Coordinators, Gifted Network, HR Committee, Math and Science Partners, Reading Supervisors, Response to Instruction and Intervention (RtII), Technology Advisory Group (TAG), Technology Educators, and

Transition Coordinators. BCIU's strong partnerships and leadership enhance its ability to blend educational and social services in the most efficient and effective manner.

BCIU has a proven track record of using data to provide relevant, sustainable, and efficient direct services to children and families based upon needs determined in a number of ways. Community data is analyzed for the overall picture in terms of demographics and economic status. Classroom data is analyzed to determine individual and class progress, and parents are asked to complete surveys regarding services provided and services needed. This approach provides the best match between resources and needs.

To assist BCIU in matching available resources to current community needs, BCIU has built a strong community connection to many service organizations across the county including United Way of Berks County, Wyomissing Foundation, Reading Library System, Berks County Public Libraries, Service Access & Management. Inc., Berks Career & Technology Center, Reading-Muhlenberg Career & Technology Center, Foster Grandparents, Kutztown University, Alvernia University, Albright College, Reading Area Community College, Reading Berks AAA, Berks Deaf & Hard of Hearing Services, Berks Business Education Coalition (BBEC), Centro Hispano, Berks County MH/DD, and Berks County Community Foundation.

Demographic Information

Berks County is located in southeastern Pennsylvania, the heart of the Delaware Valley region. The county covers a total area of 864 square miles and has an estimated population of 413,691 persons. Berks County is located approximately halfway between the city of Philadelphia and the state's capital, Harrisburg. Berks County is predominately an urban area, but includes rural and suburban areas. The city of Reading has different socioeconomic and demographic characteristics of its population compared to other areas in Berks County.

The race and ethnicity of Berks County residents varies by area. The 2010 U.S. Census revealed that the majority of Berks County residents identify themselves as White (89.0% of the population, as compared to 83.2% in the state of Pennsylvania). The city of Reading has a much higher percentage of Hispanic or Latino (58.2%) residents than White (19.7%) or Black (3.2%). County population data from the 2010 U.S. Census show that residents are 89% White, 6.5% Black or African American, 0.7% Native American, 1.6% Asian, 0.2% Native Hawaiian and Other Pacific Islander, 2% two or more races, 75% White non-Hispanic, and 18.1% Hispanic or Latino ancestry. (Data from U.S. Census Bureau, 2008-2012 Community Survey).

The majority of households in Berks County speak English at home (83.3%). The number of residents who speak Spanish at home is 12.7%, 2.9% speak another language, and 0.9% speak an Asian language.

The total population is projected to increase in Berks County in the next 10-15 years. Across all ages in Berks County, the estimated population is projected to increase to 471,457 in 2030 from 425,383 in 2015, which is an overall 10% increase. Berks County has seen an increase in the Hispanic population over the last 15 years. The Non-Hispanic population saw a decrease from 90.3% to 83.6% of the total

population in Berks County from 2000-2015, while the Hispanic population grew from 9.7% to 16.4%. The city of Reading has a larger Hispanic population than any other area of Berks County. The majority of the city of Reading's residents are Hispanic or Latino (58.2%), representing 51,230 persons out of the total population of 88,082 in Reading. (Data from Kids Count Data Center).

The number of people living in poverty in Berks County has increased from 2009-2013, including the number of children in poverty under the age 18. According to the 2013 American Community Survey, the number of people living in poverty in Berks County has increased 2.1% from 2009-2013. During the same time, the percentage of the number of children under 18 living in poverty also increased by 4.1%. Berks County has 21.2% of children under the age of 18 living in poverty in 2013, which is above Pennsylvania with 19.2%. The City of Reading has 38.7% of individuals living below the poverty level out of the total population. There are 18 public school districts located within Berks County. Based on the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE), there is a mix of poverty throughout the county. The relevant ages ratio was used to determine the proportion of children ages 5-17 with families living in poverty, compared to the total number of children ages 5-17 in that school district. Using this formula, the Reading School District emerges as a primary concern with the largest relevant ages 5-17 ratio (43.1). Other school districts with areas of higher families in poverty include Antietam (16.5), Brandywine Heights (10.3), Conrad Weiser (11.8), Hamburg (13.0), Kutztown (10.7), Muhlenberg (15.6), Schuylkill Valley (10.4), Tulpehocken (14.1), Twin Valley (12.1), Wilson (12.5), and Wyomissing (11.2).

According to the U.S. Census Bureau, in 2013 the median household income in Berks County was \$55,170; the city of Reading has a median household income of \$26,777. The median household income in the city of Reading is only 48% of what the median household income is in Berks County. The unemployment rate for Berks County in 2013 was 6.5% and the city of Reading had an unemployment rate almost double that at 12.4%. Lack of education is often a barrier that prevents an individual from obtaining employment. Those individuals who have less than a high school education (3.5%) have triple the unemployment rate compared to those who have a Bachelors Degree or higher (13.9%).

Only 64.7 % of residents in the City of Reading have a high school diploma, compared to 83.1% in Berks County, 87.4% in Pennsylvania, and 85.0% in the USA. Only 9.8% of city residents have a Bachelor's Degree, less than the county rate of 21.7%, and the state rate of 26.4%, and far below the national rate of 27.9% (U.S. Census Bureau, 2010). Just 18% of Hispanics in Reading had some college education last year, compared with 30% of the city's White population. Only 44% of Hispanics had a high school diploma. Reading School District has a graduation rate of 53.74% and just more than half of incoming freshman graduate in four years. This places Reading at 495 out of 500 Pennsylvania school districts for the highest percent of non-graduates.

Berks County is one of the leading industrial and trade complexes in the nation. There are also many large employers in the area including: the Reading Hospital, East Penn Manufacturing, Reading School District, Carpenter Technology, Walmart, Redner's Markets, Boscov's, and Penske Truck Leasing.

Recently educational services, healthcare, manufacturing, and retail trade make up a majority of the county's economy and source of employment.

Planning Committee

Name	Role
Antonia Cramp	Administrator : Professional Education
Dr. Jill Hackman	Administrator : Professional Education
William Miller	Administrator
Cherie Zimmerman	Administrator
Carl Blessing	Business Representative : Professional Education
Cynthia LePage-Sauppee	Business Representative : Professional Education
Beth Kozloski	Community Representative : Professional Education
Rob Rosenberry	Community Representative : Professional Education
Michelle Reichard-Huff	Ed Specialist - School Psychologist : Professional Education
Cindy Silverman-Chronister	Ed Specialist - School Psychologist : Professional Education
Teresa Schutt	Elementary School Teacher - Regular Education : Professional Education
Cheri Woyurka	Elementary School Teacher - Regular Education : Professional Education
Joshua Hoyt	High School Teacher - Regular Education : Professional Education
Colleen Lenett	High School Teacher - Regular Education : Professional Education
Connie Skipper	Middle School Teacher - Regular Education : Professional Education
Sherry Milchick	Middle School Teacher - Special Education : Professional Education
Heidi Gamler	Parent : Professional Education
Lori Gerber	Parent : Professional Education

Core Foundations

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

∞ Parents

- ∞ Regular Education
- ∞ Related Service Personnel
- ∞ Community Agency Personnel
- ∞ Special Education
- ∞ Administrators

Unchecked answers

- ∞ Paraprofessionals
- ∞ Training Students

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

The Council meets as subcommittees throughout the year. The Council reviews the status of the professional development plan. The Council reviews existing data regarding training and professional development. The Council recommends and plans for areas of additional needs.

Characteristics

Intermediate Unit's Professional Education Characteristics	EEP	E EI	ML	HS
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.				
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

Intermediate Unit's Professional Education Characteristics	EEP	E EI	ML	HS
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.				
Provides leaders with the ability to access and use	X	X	X	X

appropriate data to inform decision making.				
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.

The Intermediate Unit conducts regular supervisory meetings for all supervisors and administrators at the IU. The meetings are designed to provide leaders with access to data to inform decision making, create a culture of teaching and learning, and assist with information about managing resources.

Each office of the Intermediate Unit plans ongoing professional development activities to ensure that employees within their office gain content knowledge, improve teaching skills, improve skills in order to analyze and use data for decision making, and empower employees to work effectively with parents and community partners.

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

Not applicable.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
12/2/2013 3 Hours for Current Staff
The LEA plans to conduct the required training on approximately:
12/3/2013 Upon Hiring - 3 Hours
12/3/2018 New 5-year Cycle

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:
8/24/2015 1 Hour
8/22/2016 1 Hour
The LEA plans to conduct the training on approximately:
8/21/2017 1 Hour
8/20/2018 1 Hour

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

- ∞ Using disaggregated student data to determine educators' learning priorities.
- ∞ Administrators participate fully in all professional development sessions targeted for their faculties.

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

Each program develops a Professional Development plan annually. The plan ensures that each of the strategies is included and administrators monitor the plan throughout the year to review feedback data about implementation of the plan. The plan is based upon the perceived needs of the staff and performance/observation data. The Professional Development activities are based on the goals of each of the programs and the standards that are set for professional practice. The Professional Development models and guides these standards as well as ensures implementation in each program. Any discrepancies between the practice and standards are identified and it is determined if this is an overall need for the whole program or if there are individual needs that will be addressed through specific plans. The Professional Development

activities are evaluated by the participants for format, content, structure, relevance to the work of the professional, and impact on their work in their program.

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

The strategies that are not selected are areas for improvement. It can be difficult to obtain disaggregated student data for students served by IU staff. We are working on methods to possibly obtain this data for students in our programs, as well as develop data systems and approaches in early childhood programs. Administrators are encouraged to participate fully in the Professional Development sessions. Not all are able to do so, depending upon coverage at the buildings or within the programs.

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 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

- ∞ 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.

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

The current IU induction Plan addresses each of the selected characteristics and plans for this information to be imparted to inductees through their induction year by mentors and administrators during planned induction activities.

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

The IU induction plan is due for revision and the strategies not selected will be incorporated into the new plan.

Needs of Inductees

Checked answers

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

- ∞ Student PSSA data.

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

The IU induction plan incorporates all of the selected characteristics through a planning document and log that is developed and documented by the inductee, mentor, and administrator throughout the induction year.

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

The IU has not had the ability to access individual student PSSA data.

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.

Individual programs develop a pool of possible mentors with the selected characteristics. When a mentor is needed, administrators choose from the pool and first ask a selected mentor if they are willing to serve. Matches are made based on similar job responsibilities and locations of service delivery of the mentor and the inductee.

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

Not applicable.

Induction Program Timeline

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

If necessary, provide further explanation.

Each inductee comes with different levels of knowledge and skills in each of the topics listed.

The administrator, mentor, and inductee develop an individualized plan based on the needs of the inductee. Topics with higher areas of need are addressed immediately. Topics of strength are addressed further in the induction process.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each mentor, administrator, and inductee completes documentation throughout the induction year. Throughout the year regular meetings are conducted to monitor and evaluate the induction process for each inductee. At the end of the induction year, the mentor and the inductee complete a survey about the process. Survey results are reviewed by administrators to provide ongoing monitoring and improvement of the process.

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.

The BCIU operates one approved Alternative Education for Disruptive Youth program that is approved by the Pennsylvania Department of Education. This program meets the state AEDY programs specific to academic curriculum, behavior support, and counseling programs. The following supports are integrated into the program to ensure school safety and supports for struggling students:

- ∞ School-wide Positive Behavior Intervention and Support Plan
- ∞ Personalized Learning Plans for All AEDY students (developed by teachers and guidance counselors)
- ∞ Ongoing monitoring of student behavior and instruction in self-monitoring of behavior
- ∞ 2.5 hours per week of group counseling or psychoeducational lessons designed to address the following topics: Drug and Alcohol Awareness/Education, Mindfulness, Aggression Replacement Therapy, Emotional Intelligence, Anger Management, Conflict Resolution, and Problem-solving.

The current school setting employs two guidance counselors to meet the emotional and social needs of struggling students.

The school also employs three security specialists to assist with monitoring the school environment, providing direct support to teachers, and supporting safety in the school environment.

Programs, Strategies and Actions

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

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

The BCIU Learning Academy at Thomas Ford (AEDY program) currently has three staff members who are trained through the state Student Assistance Program. However, a formalized SAP process is not utilized. To review these processes to meet AEDY compliance and ensure students have access to quality supports, the administrative team will review the current structure and determine how to best incorporate additional SAP supports into the AEDY setting. Collaboration with Reading School District will occur as students referred to this program have typically been referred to the district's SAP team for support. The BCIU Learning Academy at Thomas Ford currently contracts with Progressions and is a host site for a satellite outpatient mental health office.

The BCIU currently employs three security specialists with the AEDY program to support school safety and violence prevention. We have maintained a positive relationship with the Reading Police.

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.)

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling			X	X
Attendance Monitoring			X	X
Behavior Management Programs			X	X
Bullying Prevention			X	X
Career Awareness			X	X
Career Development/Planning			X	X

Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization			X	X
Emergency and Disaster Preparedness			X	X
Guidance Curriculum			X	X
Health and Wellness Curriculum			X	X
Health Screenings			X	X
Individual Student Planning			X	X
Nutrition			X	X
Orientation/Transition			X	X
RTII/MTSS			X	X
Wellness/Health Appraisal			X	X

Explanation of developmental services:

All of the above noted developmental services are integrated into the provision of services with the BCIU Learning Academy at Thomas Ford program. These programs and responsibilities are shared by the Reading School District and the Berks County Intermediate Unit.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

All students referred to the BCIU Learning Academy at Thomas Ford received support from their district SAP team as this is a requirement for placement in an AEDY program. If the students did not actively participate in the Student Assistance Program, appropriate referrals are made and the school district may continue to provide those supports. The BCIU Learning Academy at Thomas Ford currently holds a contract with Progressions to provide outpatient mental health services on-site at the Grade 6-12 facility.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

The BCIU maintains positive relationships with multiple community agencies and makes referrals for families and students as appropriate. The BCIU employs guidance counselors, psychologists, special educators, and other support staff to assist in the coordination of services. Information is shared regularly with staff about available resources and services at the BCIU and within the local community to support students and families.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings			X	X
Individual Screening Results			X	X
Letters to Parents/Guardians			X	X
Website				
Meetings with Community, Families and Board of Directors			X	X
Newsletters				
School Calendar				
Student Handbook			X	X

Frequency of Communication

Elementary Education - Primary Level

∞ Not Applicable

Elementary Education - Intermediate Level

∞ Not Applicable

Middle Level

∞ Yearly

High School Level

∞ Yearly

Collaboration for Interventions

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

A team-based approach is utilized at the BCIU Learning Academy at Thomas Ford. This is the only school program the BCIU currently operates in a K-12 setting. This program employs two certified guidance counselors, a certified special education teacher, and a certified ESL specialist. This core team provides direct support and input into academic and behavioral interventions for each enrolled student (as appropriate). Teachers, counselors, and all support staff at the building meet one time weekly to review student progress and discuss student educational and behavioral needs. Interventions are planned, discussed, and implemented. The supervisor on-site conducts weekly or biweekly observations of classes to provide on-going feedback to the team regarding successful strategies and interventions. District personnel are kept informed of student progress and are invited to attend progress review meetings to assist in facilitating student transitions between programs.

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

The BCIU provides child care services within several of the Berks County School Districts. The range of services include toddler classrooms, preschool classrooms, and before/after school care. These services are provided in BCIU centers as well as on-site in several local elementary schools. The need for services is determined by collaborating with local school districts, surveying parents, and working to identify programmatic needs across the community. The BCIU has established positive working relationships with several schools districts to increase the availability of high quality pre-kindergarten programs through Pre-K counts expansion and programming. Expansion of Pre-K counts has allowed for several classrooms to be operated within school district buildings that enhance the transition process and support students identified as at risk.

The BCIU participates in community committees and task forces to enhance awareness of programs, build capacity of programs in the local community and support students ages birth to 21. These committees include the Berks Early Care and Education Committee, Berks County Transition Coordination Council, Ready Set Read, and Strengthening Families PA Network. The BCIU also operates several student services programs that are designed to coordinate and address the needs of students experiencing homelessness, pregnant and parenting teens, and families with children at-risk or with disabilities. Representatives from the BCIU also serve to support local initiatives through participation in committees that address Student Assistance Programs, Interagency Coordination, Youth Suicide Prevention, and School Attendance.

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.

The BCIU Early Intervention program actively participates in Child Find activities throughout Berks County. In addition to participating in resource fairs and community outreach programs affiliated with local school districts, childcare/preschools and higher education functions the early intervention program is an active leader in the local interagency council, the Berks Early Care and Educational Council, BECEC. The BECEC membership encompasses the Early Intervention preschool program, Service Access Management (SAM) providing the 0-3 special education, County Mental Health, United Way, several childcare/preschool representatives, Berks County library program, Head Start/Early Head Start and Arc. The BCIU EI program also works collaboratively with Wrap Around agencies supporting student's behavioral health. THE BCIU EI program provides training sessions to families and childcare/preschool providers in the areas of social emotional development/behavior, communication, sign language and support for families and students transitioning from services in the home setting to a school setting. We offer reference documents, training materials, business records, etc. through a secure web base system. An electronic referral process is utilized to reduce wait times for evaluations. Parents can complete referral and screening documents online and submit them directly. Immediate submission of the required information enables the program to schedule evaluation activities in a timely manner. The BCIU Early Intervention preschool program continues to provide quality special education services and supports to eligible young children in the least restrictive environment (LRE). We continue the emphasis on a parent/caregiver training approach utilizing the Coaching/Collaboration model for service delivery to secure the most value for the funds expended for services. For example, we offer program options to include educational groups that target specific skill deficits such as social communication, play, and emotional skills along with consultation to the child's natural environment for carryover and generalization of skills. Offering the continuum of services the specialized preschool classrooms integrate the Letter People curriculum targeting literacy skills as well as the PATHS social skills curriculum to provide staff with tools to support the teaching of appropriate social skills. Positive Behavior Interventions and Supports (PBIS) are implemented within the EI specialized preschool classrooms. PBIS is also taught and supported within pre-K programs throughout Berks county. Our continual priority will be offering direct services, training, and on-site guided practice to support collection and analysis of district data; specifically for progress monitoring IEP goals. The BCIU also takes an active role in planning for student transitions. As the LEA for Preschool Early Intervention, the BCIU schedules and holds meetings for students in their transition year. These meetings are designed to provide parents/families and districts with the opportunity to meet and officially begin the transition process.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

The Berks County Intermediate Unit has identified an early literacy and social-emotional curriculum for its Early Childhood Programs. These curricula are standards-aligned and meet the needs of our diverse learners. Professional development has been provided across the early childhood programs to support these initiatives.

Accomplishment #2:

The Berks County Intermediate Unit has expanded Pre-K programming in the county through expansion of 7 Pre-K Counts classrooms across Berks County. This expansion increased programming from 6 classrooms to 13 total classrooms. Services were expanded to Hamburg Area School District, Brandywine Heights Area School District, Conrad Weiser Area School District, Exeter Township School District, and Antietam School District.

Accomplishment #3:

The Berks County Intermediate has secured a grant through OCDEL to provide HUB services in an Early Head Start-Child Care Partnerships Program. These services include family support, health and nutrition, disabilities, and mental health services to 40 infants and toddlers in the community who have been identified as at-risk or in need.

Accomplishment #4:

The BCIU continues to provide leadership within the county surrounding Safe School practices, Standard Response Protocols, and Crisis Response. The BCIU has established an Incident Command System and regularly holds workshops and practice scenarios to support needs in case of an emergency.

Intermediate Unit Concerns

Concern #1:

All educational programs under the operation of the IU need support in the areas of curriculum, instruction, and assessment. Each program is at a different level of support for teachers in these areas. A coordinated process must be implemented to ensure that teachers and staff receive the professional development necessary in these areas in order to ensure student achievement.

Concern #2:

Additional attention and support is needed to further develop the skills and competencies of supervisors and aspiring leaders within the BCIU. This includes the need for additional professional development for leaders in respect to leadership, succession planning, positive culture, and employee support.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Aligned Concerns:

All educational programs under the operation of the IU need support in the areas of curriculum, instruction, and assessment. Each program is at a different level of support for teachers in these areas. A coordinated process must be implemented to ensure that teachers and staff receive the professional development necessary in these areas in order to ensure student achievement.

Systemic Challenge #2 (*Guiding Question #2*) Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

Aligned Concerns:

All educational programs under the operation of the IU need support in the areas of curriculum, instruction, and assessment. Each program is at a different level of support for teachers in these areas. A coordinated process must be implemented to ensure that teachers and staff receive the professional development necessary in these areas in order to ensure student achievement.

Additional attention and support is needed to further develop the skills and competencies of supervisors and aspiring leaders within the BCIU. This includes the need for additional professional development for leaders in respect to leadership, succession planning, positive culture, and employee support.

Systemic Challenge #3 (*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:

Additional attention and support is needed to further develop the skills and competencies of supervisors and aspiring leaders within the BCIU. This includes the need for additional professional development for leaders in respect to leadership, succession planning, positive culture, and employee support.

Systemic Challenge #4 (*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:

All educational programs under the operation of the IU need support in the areas of curriculum, instruction, and assessment. Each program is at a different level of support for teachers in these areas. A coordinated process must be implemented to ensure that teachers and staff receive the professional development necessary in these areas in order to ensure student achievement.

Systemic Challenge #5 (*Guiding Question #9*) Establish a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed.

Aligned Concerns:

Additional attention and support is needed to further develop the skills and competencies of supervisors and aspiring leaders within the BCIU. This includes the need for additional professional development for leaders in respect to leadership, succession planning, positive culture, and employee support.

Systemic Challenge #6 (*Guiding Question #4*) Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

Systemic Challenge #7 (*Guiding Question #7*) Establish a system within the IU that fully ensures students within the K-12 range who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #8 (*Guiding Question #10*) Establish a system that fully ensures the Intermediate Unit's resources effectively address instructional and district fiduciary support activities that are aligned with the district's vision and mission, and that fully ensures the expenditure and accounting of funds meet legal and ethical requirements within the parameters of generally accepted accounting practices.

Intermediate Unit Plan

Action Plans

Goal #1: Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual employee evaluations, lesson plans, student IEP's, training evaluations, training resources, walkthrough data, employee sign-in sheets.

Specific Targets: Evidence of incorporation into lesson plans and student IEP documents. Outline of recommended curriculum (target area math/early literacy; transition to adult life). Evidence of employee growth in annual teacher effectiveness ratings. Evaluations will be completed at the end of each training event; performance data will be collected in relation to areas of need; and a needs survey will be redistributed to measure perceived progress in priority areas.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html> Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource:

<http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Standards Aligned System - Ongoing Professional Development Activity

Description:

All staff have received initial training specific to PDE's Standards Aligned System. The purpose of continuing this step is to integrate on-going training for all teachers and educational support staff as the system changes. This step will also include the integration of this Professional Development activity into new educator induction planning. The BCIU will develop a training specific to standards-aligned curriculum, instruction, and assessment for early childhood educators as resources specific to SAS are limited.

Start Date: 7/1/2017 **End Date:** 1/31/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building

Targeted Curriculum Review

Description:

A committee will review current practices and curriculum in place across all ECSS programs. Target areas will include early numeracy and mathematics as well as STEM (science, technology, engineering) in early childhood programs. Transition to adult life programs will review their curriculum specific to self-advocacy, independent living skills, and college/career readiness.

Start Date: 7/3/2017 **End Date:** 12/31/2017

Program Area(s): Special Education

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Instructional (Distributed) Leadership Capacity Building

Research and Identify Curriculum

Description:

Research and identify curricular programs in targeted areas: early numeracy (early childhood programs), STEM (early childhood programs), self-advocacy (transition to adult life), independent living skills (transition to adult life), and college/career readiness (transition to adult life)..

Start Date: 7/1/2017 **End Date:** 1/2/2018

Program Area(s): Special Education

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building

Curriculum Implementation - Early Literacy

Description:

The BCIU early childhood programs have identified a literacy curriculum for use with 3-5 year olds. The next phase in implementation is to provide additional professional development on key concepts, provide ongoing coaching/feedback to improve implementation, and identify practices/tools for differentiating instruction for diverse learners.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building
- ∞ Data Walkthroughs

Curriculum Implementation - Social Emotional Learning

Description:

The BCIU has identified a social-emotional curriculum for its early childhood programs. The purpose of this step is to gather additional data regarding how it is being implemented and to provide additional guidance and support to instructional teams in integrating these practices into everyday classroom routines and practices. This is a universal approach to the implementation of PBIS. A data summary and action plan for additional training will be the outcome of this step.

Start Date: 7/3/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building
- ∞ Data Walkthroughs

Curriculum Implementation - New Programs

Description:

A plan will be developed to implement curriculum across two different programs/areas:

- 1) Early Childhood programs will implement an early numeracy/math curriculum or STEM based curriculum
- 2) Transition to Adult Life/Secondary Programs will implement curriculum that addresses self-advocacy, independent living skills, and college/career readiness

Start Date: 1/1/2018 **End Date:** 12/31/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building

Ongoing Collaboration with School Districts

Description:

The BCIU School Age Special Education and Alternative Education programs will communicate and collaborate with school districts to develop appropriate curricular programs and supports for students receiving services. The BCIU will work to implement school district curriculum, where appropriate, to support students' learning and transitions into school district programs from specialized settings.

Start Date: 8/1/2017 **End Date:** 12/31/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- ∞ Curriculum Mapping
- ∞ Differentiating Instruction
- ∞ Instructional (Distributed) Leadership Capacity Building
- ∞ Data Walkthroughs

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: An annual needs assessment will be conducted to identify professional development areas.

Specific Targets: Staff evaluations will show decreased areas of need and/or improvement in targeted areas.

Type: Annual

Data Source: End of Year performance data

Specific Targets: Each year, the performance evaluation data will show a 50% decrease in the areas of need as determined by the pre-survey.

Type: Interim

Data Source: Training Evaluations at the end of each training event

Specific Targets: Training evaluations will indicate that at least 90% of the participants agree that the training was beneficial and that they will be using the practices in their work

Strategies:

Needs Assessment to identify professional learning areas of need for all professional staff.

Description:

BCIU administrators will analyze a variety of data resources including student data, performance data, and needs assessment to plan, assess, and evaluate continuous learning.

SAS Alignment: Assessment

Development of Professional Learning for All Staff

Description:

BCIU will develop professional learning opportunities for all staff based on the areas of need identified in the needs assessment. The professional learning will be differentiated in format and content based on the group or program.

SAS Alignment: None selected

Offering/Implementation of Professional Learning Opportunities

Description:

BCIU will provide continuous learning opportunities based on the model of adult learning to develop skills and capacity in BCIU staff. These opportunities

will be differentiated for the various groups and programs. They will include face-to-face training, online training, peer collaboration, and coaching.

SAS Alignment: None selected

Implementation Steps:

Annual Needs Assessment

Description:

Develop and distribute a needs assessment survey to all staff to gather data on perceived needs for continuous learning. Surveys will be distributed and results tallied. Needs assessments will include key curriculum areas as well as focus questions on literacy, math, social-emotional learning and inclusive practices.

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- ∞ Needs Assessment to identify professional learning areas of need for all professional staff.

Annual Data Analysis

Description:

Using the needs assessment data as well as other data pertaining to specific programs (student achievement data, employee performance data, etc.), identify priority areas of need for continuous learning for each area of program staff (e.g., new hires, non-tenured teachers, support staff, teachers, administrators). A list of priority areas of need will be developed for each program or associated group of staff (new hires, etc.)

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- ∞ Needs Assessment to identify professional learning areas of need for all professional staff.
- ∞ Development of Professional Learning for All Staff

Annual Identification of Resources for Priority Areas

Description:

Identify internal and external resources to provide continuous learning opportunities for each identified priority area of need. A list of resources will be developed of internal and/or external staff who would be able to provide learning opportunities for staff in the designated areas of need.

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- ∞ Development of Professional Learning for All Staff
- ∞ Offering/Implementation of Professional Learning Opprotunities

Professional Development Schedule is Set - Annually

Description:

Develop timelines and schedules for learning opportunities as appropriate for each group or program. Professional Development Schedule (including topics) is developed and distributed to staff.

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- ∞ Development of Professional Learning for All Staff
- ∞ Offering/Implementation of Professional Learning Opprotunities

Professional Development Evaluation

Description:

Evaluate the impact of the learning opportunities through training evaluations, student achievement data, performance data, and needs re-evaluation. Evaluations will be completed at the end of each training event; performance data will be collected in relation to areas of need; and a needs survey will be redistributed to measure perceived progress in priority areas.

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- ∞ Offering/Implementation of Professional Learning Opportunities

Goal #3: Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

Related Challenges:

- ∞ 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.
- ∞ Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.
- ∞ Establish a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations, walk through data, peer observations, coaches' notes/observations, teacher evaluations

Specific Targets: New employee orientation plan and framework for supervisors, data walkthrough guidelines, analysis of employee evaluations,

improvement, and curriculum implementation following instructional coaching

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>)
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

SAS Alignment: Assessment, Instruction

Implementation Steps:

Professional Development for Administrators - Data Walkthroughs & Analysis

Description:

Provide Professional Development and ongoing support to supervisors for conducting data walkthroughs based on (1) Danielson's Framework for Classroom Management and Instruction; and (2) curricular programs. Provide Professional Development for supervisors on providing feedback to teachers and educational support staff to increase best practices and implementation of effective classroom management and instructional practices.

Key components to this step will be a focus on practices to build literacy skills and strategies for supporting diverse learners in inclusive settings.

Start Date: 8/7/2017 **End Date:** 12/31/2018

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- ∞ Charlotte Danielson Framework
- ∞ Data Walkthroughs
- ∞ Differentiated Instruction

Development of New Employee Orientation/Support Plan

Description:

The BCIU will establish a consistent framework for new employee orientation and support. This will include introduction to curricular tools, implementation of curriculum, standards-aligned systems, and key topics to support implementation of effective instruction. Tools will be developed to support new employee's understanding of inclusive practices and teaching diverse learners.

Start Date: 7/3/2017 **End Date:** 12/31/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services

Supported Strategies:

- ∞ Charlotte Danielson Framework
- ∞ Differentiated Instruction

Professional Development for Administrators - Employee Performance/Support

Description:

Administrators will participate in ongoing Professional Development activities to increase their awareness of adult learning theories and support the implementation of proactive support plans and instructional coaching. These sessions will be focused on ensuring curriculum is implemented as planned, best practices for instruction are utilized, and employees are supported in challenging scenarios.

Start Date: 1/4/2017 **End Date:** 12/31/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services

Supported Strategies:

- ∞ Charlotte Danielson Framework
- ∞ Data Walkthroughs
- ∞ Differentiated Instruction

Identify/Build Capacity for On-going Peer Mentoring and Instructional Coaching

Description:

Each program will review current capacity (internal and external) to build a system of ongoing support for instructional coaching and peer mentoring. Following review of current capacity, plans for implementation will be

developed to ensure ongoing systems of support are in place for educators across positions and programs.

Start Date: 7/3/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.	Strategy #1: Curriculum Mapping Strategy #2: Differentiating Instruction Strategy #3: Instructional (Distributed) Leadership Capacity Building
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Start	End	Title	Description	Provider	Type	App.
7/1/2017	1/31/2018	Standards Aligned System - Ongoing Professional Development Activity	All staff have received initial training specific to PDE's Standards Aligned System. The purpose of continuing this step is to integrate on-going training for all teachers and educational support staff as the system changes. This step will also include the integration of this Professional Development activity into new educator induction planning. The BCIU will develop a training specific to standards-aligned curriculum, instruction, and assessment for early childhood educators as resources specific to SAS are limited.	BCIU OPDC or PaTTAN	IU	Yes
		Person Responsible Curriculum mapping and coordination committee		SH 2.0	S 5	EP 50

Knowledge	Identified educators will improve their knowledge of the SAS online system and stay updated on new resources and developments
Supportive Research	Educator's knowledge of SAS content will increase their ability to differentiate lessons and instruction to meet the needs of diverse learners.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</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> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>
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Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Portfolio documentation</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>
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LEA Goals Addressed:	<p>Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.</p>	<p>Strategy #1: Curriculum Mapping Strategy #2: Differentiating Instruction Strategy #3: Instructional (Distributed) Leadership Capacity Building Strategy #4: Data Walkthroughs</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2020	Curriculum Implementation - Early Literacy	The BCIU early childhood programs have identified a literacy curriculum for use with 3-5 year olds. The next phase in implementation is to provide additional professional development on key concepts, provide ongoing coaching/feedback to improve implementation, and identify practices/tools for differentiating instruction for diverse learners.							

Program Administrators with support from OPDC	5.0	10	50	Program Administrators with support from OPDC	IU	Yes
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Knowledge	Educators will improve their knowledge of implementation of new curricular options to meet the needs of their students. Educators will refine their current approaches to instruction and curriculum implementation for programs implemented in the past 2-3 year cycle. Educators will learn and implement additional strategies for differentiating instruction and curricular practices to meet the needs of diverse learners.
Supportive Research	Educator's knowledge of new curriculum content will increase their ability to differentiate lessons and instruction to meet the needs of diverse learners. Educators will further develop their understanding of methods and instructional practices for teaching early literacy, language and reading skills.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<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> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists Related Service Personnel	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities		

LEA Goals Addressed:	Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.	Strategy #1: Differentiating Instruction Strategy #2: Instructional (Distributed) Leadership Capacity Building Strategy #3: Data Walkthroughs
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Start	End	Title					Description		
7/3/2017	6/30/2018	Curriculum Implementation - Social Emotional Learning					The BCIU has identified a social-emotional curriculum for its early childhood programs. The purpose of this step is to gather additional data regarding how it is being implemented and to provide additional guidance and support to instructional teams in integrating these practices into everyday classroom routines and practices. This is a universal approach to the implementation of PBIS. A data summary and action plan for additional training will be the outcome of this step.		
		Person Responsible	SH	S	EP	Provider	Type	App.	
		ECSS Program Administrators	2.0	4	50	BCIU ECSS Office/Outside Supports	University & IU	No	

Knowledge Participants will gain knowledge and skills to implement the social emotional curriculum to increase the problem solving and social emotional skills of young students. The purpose of this curriculum is to increase inclusive practices and support inclusive opportunities for students with social skills deficits or challenging behaviors. Participants will learn how to integrate the curriculum into the classroom instructional practices and support such learning throughout the day and within a variety of routines.

Supportive Research The curriculum selected is evidence-based and has been utilized as a universal, Tier 2, and Tier 3 support. The programs will continue to collect data to evaluate its effectiveness and make recommendations for its best use. Research surrounding differentiated instruction and positive behavior interventions and supports support this initiative.

Designed to Accomplish
For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Paraprofessional
- New Staff
- Other educational specialists
- Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring	Evaluation Methods	Participant survey Review of participant lesson plans Portfolio Analysis of Behavior Referrals
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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: Development of Professional Learning for All Staff
Strategy #2: Offering/Implementation of Professional Learning Opportunities

Start	End	Title				Description		
7/3/2017	6/30/2020	Professional Development Schedule is Set - Annually				Develop timelines and schedules for learning opportunities as appropriate for each group or program. Professional Development Schedule (including topics) is developed and distributed to staff.		
		Person Responsible Directors/Assistant Directors	SH 3.0	S 6	EP 50	Provider Various Resources as determined from the needs assessment	Type IU	App. No

Knowledge Improvement in the skill areas identified as priority areas of need for each program or group of associated staff members (new hires, support staff, etc.)

Supportive Research

Learning Forward (formerly the National Staff Development Council) has identified seven standards for professional learning. Some of them that are addressed in this action plan include: using a variety of data sources to plan, assess, and evaluate professional learning; integrate adult learning theories to achieve the intended outcomes; and prioritize, monitor, and coordinate resources for educator learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<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> <p>Instructs the leader in managing resources for effective results.</p>

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Online-Asynchronous
 Professional Learning Communities

Offsite Conferences

Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

LEA Goals Addressed: Establish a system within the Intermediate Unit that fully ensures the consistent

Strategy #1: Charlotte Danielson Framework
Strategy #2: Data Walkthroughs

implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

Strategy #3: Differentiated Instruction

Start	End	Title	Description	Provider	Type	App.
8/7/2017	12/31/2018	Professional Development for Administrators - Data Walkthroughs & Analysis	Provide Professional Development and ongoing support to supervisors for conducting data walkthroughs based on (1) Danielson's Framework for Classroom Management and Instruction; and (2) curricular programs. Provide Professional Development for supervisors on providing feedback to teachers and educational support staff to increase best practices and implementation of effective classroom management and instructional practices. Key components to this step will be a focus on practices to build literacy skills and strategies for supporting diverse learners in inclusive settings.	BCIU	IU	Yes
		Person Responsible Directors and Program Administrators	SH 3.0	S 4	EP 30	

Knowledge

Supervisors will gain additional knowledge of the Danielson Framework and high quality instruction as it relates to unique roles and functions. Supervisors will become familiar with key aspects of curriculum and ensure appropriate implementation. Supervisors will discuss and identify practices as they related to diverse learners, inclusive practices, and literacy.

Supportive Research

Ongoing data walkthroughs and feedback will be utilized to increase educator effectiveness and implementation of curriculum.

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.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

LEA Goals Addressed: Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

Strategy #1: Charlotte Danielson Framework
Strategy #2: Data Walkthroughs
Strategy #3: Differentiated Instruction

Start	End	Title	Description
1/4/2017	12/31/2017	Professional Development for Administrators - Employee Performance/Support	Administrators will participate in ongoing Professional Development activities to increase their awareness of adult learning theories and support the implementation of proactive support plans and instructional coaching. These sessions will be focused on ensuring curriculum is implemented as planned, best practices for instruction are utilized, and employees are supported in challenging scenarios.
		Person Responsible OPDC, Program Administrators, and Directors	SH 3.0 S 4 EP 30 Provider OPDC and BCIU Directors
			Type IU App. Yes

Knowledge Supervisors will learn a variety of ways to support adult learners in improving instructional practices.

Supportive Research Instructional coaching and ongoing support and feedback are effective ways to support teachers in instructional practices.

Designed to Accomplish
For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Dir	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers

Analysis of student work,
with administrator and/or peers

Creating lessons to meet
varied student learning styles

Peer-to-peer lesson
discussion

Lesson modeling with
mentoring

Joint planning period
activities

instructional delivery and professionalism.

Participant survey

Review of participant lesson plans

Portfolio

Intermediate Unit Level Affirmations

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

Board President

No signature has been provided

Executive Director