Claysburg-Kimmel SD / Core Foundations /

Professional Education

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	✓	✓	✓	✓
Increases the educator's teaching skills based on effective practice research, 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.	✓	✓	✓	✓
Empowers educators to work effectively with parents and community partners.	✓	✓	✓	✓

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

District's Professional Education Characteristics	EEP	EEI	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.	✓	✓	✓	✓
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.	✓	✓	✓	✓

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

Our professional development program is developed through a collaborative effort through the use of data collection and analysis as well as an informal needs assessment throughout the year.

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

This narrative is empty.

Strategies Ensuring Fidelity

Which of the following strategies do you apply to ensure that professional development is focused and wide-ranging and is implemented with fidelity? (Check all that apply)

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional 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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Reviews of each implementation step and discussions are held to ensure that professional development is focused and wide-ranging as well as being implemented with fidelity to meet individual, school and District needs.

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

Although we do the implementation evaluation informally, there is not a formal document created which is based upon specific changes in teacher practices and used to validate the PD effectiveness.

Induction Program

Which of the following goals, objectives and competencies does your Induction program contain? (Check all that apply)

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Administrators and teacher mentors work very closely to ensure that the inductees will know and understand goals, objectives, and competencies.

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

This narrative is empty.

Needs of Inductees

Which of the following tools do you use to assess the needs of the inductees? (Check all that apply)

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

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

Administrators, mentors, and inductees work very closely to ensure that the needs of the inductees are being met.   We also incorporate into the induction process the use of the Intermediate Unit for several days of professional development specifically geared for inductees.

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

This narrative is empty.

Mentor Characteristics

Which of the following characteristics do you use to select mentors? (Check all that apply)

- 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.

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

Mentors are selected based upon a review of the above-mentioned characteristics. The best candidate is then selected based upon this criteria.

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

This narrative is empty.

Induction Program Timeline

Identify the timeline of induction topics to be addressed. (Check all that apply)

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

If necessary, provide further explanation.

All items were checked as each topic is ongoing throughout the year and is often situational.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The inductees meet regularly with the administration and mentor to discuss the effectiveness of the program and issues which have arisen. Feedback is then used to guide changes within the program. The Intermediate Unit also monitors and adjusts their portion of the induction program. All stakeholders are continually monitoring, assessing, and adapting the program to ensure success for inductees.

Recording Process

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

- 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 Administrator on the Application for Level 2 Certification.