

Act 48
Professional
Education Plan
For 2009-2012

Bethlehem Area School District
1516 Sycamore Street
Bethlehem, Pennsylvania 18017

Approved by the Board of School Directors on
June 22, 2009

CONTENTS

INTRODUCTION	1
EDUCATIONAL NEEDS	3
FLEX IN-SERVICE PROGRAM	6
PROFESSIONAL DEVELOPMENT OPTIONS AND PROVIDERS	9
ACTION PLANS	12
ACT 48 CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES....	13
PLAN EVALUATION PROCESS AND REVISIONS	32
COMMITTEE COMPOSITION AND SELECTION PROCESS	33
PROFESSIONAL EDUCATION PLAN SIGNATURE FORM	34

ACT 48 INTRODUCTION

The Bethlehem Area School District is committed to increasing student learning. As such, it is imperative educators maintain and further develop their instructional skills, expand their knowledge base, and actively participate in professional development activities.

Professional development activities will focus on addressing the requirements described in Act 48 of 1999 for all certified educational professionals and the specific needs identified by the Act 48 committee of the Bethlehem Area School District.

The development of the district's staff development plan is consistent with the *Act 48, Professional Education Plan Guidelines* published by the Pennsylvania Department of Education. As stipulated within the guidelines, the following criteria must be met within the professional development plan.

- A. Professional development decisions are based on student needs and evaluated using student data.
Approved professional development:
 - A1. Uses disaggregated student data to determine educators' learning priorities
 - A2. Is evaluated to show its impact on teaching practice and student learning

- B. Professional development activities have content that will increase student learning. Approved professional development for classroom teachers, school counselors and education specialists:
 - B1. Enhances the educator's content knowledge in the area of the educator's certification or assignment
 - B2. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students
 - B3. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use the data in instructional decision-making
 - B4. Empowers educators to work effectively with parents and community partners. For school and district administrators, and other educators seeking leadership roles:
 - B5. 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
 - B6. Provides leaders with the ability to access and use appropriate data to inform decision making
 - B7. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning
 - B8. Instructs the leader in managing resources for effective results

- C. Professional development is provided through a process that is most likely to result in sustained school improvement. Approved professional development:
 - C1. Is set out in a plan that is updated annually by the Act 48 Committee after the committee evaluates the prior year's student data, professional educational activities, and the feedback/evaluation of those activities
 - C2. Is based on knowledge of adult learning styles
 - C3. Is tailored to each stage of an educator's career, differentiating between needs of novice and experienced professionals

D. District Goals

D1. Curriculum & Instruction: Improve student achievement through high school restructuring and strengthening middle level and elementary programs.

- Project 720
- Reducing achievement gap
- Rigor, relevance, relationships across all content areas
- Using data sources
- Focusing on diversity and understanding differences
- Alignment of all curriculum to standards, anchors, and eligible content
- CFF Classrooms

D2. Teaching & Learning: Raise the level of effective teaching through a Professional Development Plan that focuses on identifying and using best practices.

- Using literacy strategies
- Enhancing AP offerings
- Developing PLCs
- Exhibiting tolerance and understanding of diversity

D3: Building Capable Leaders: Create a cohort of instructional leaders where the principal and assistant principal are regarded as the academic leaders within their buildings.

- Developing leadership for inclusion
- Using data-driven decision-making
- Supporting leadership for Differentiated Instruction
- Developing administrative teams to create and lead PLCs

D4: Artful Use of Infrastructure: Improve the district's financial situation while implementing a complete and comprehensive strategic plan.

- Monitoring the district budget
- Building the district's strategic plan
- Evaluating the Capital Improvement Plan

D5: School Safety: Create a safe environment in all schools to address not only facility security and student decorum, but also an environment of tolerance and understanding amongst all stakeholders.

- Improving consistent use of Code of Conduct
- Providing diversity training in "No Place for Hate"
- Holding an annual review of facility security

E. Act 48 Goals

E1. Diversity - To provide a comprehensive multicultural training program for all professional staff.

E2. Poverty - To provide a comprehensive training program for all professional staff on the impact that poverty has on student achievement.

E3. Wellness - To provide a comprehensive training program for all professional staff on the positive impact of wellness on student achievement.

E4. Inclusion - To provide a comprehensive training program for all professional staff on strategies for inclusive practices.

Educational Needs

To determine proficiency in mathematics and reading for the each school year, 2009-2012 Bethlehem Area School District (BASD) students in grades 3 through 8 and 11 are administered the Pennsylvania System of School Assessment (PSSA), as well as 4Sight tests, and other local assessments. The data from these assessments are reported in terms of performance levels and are presented in both aggregated and disaggregated formats in compliance with federal regulations. The PSSA, as determined by the Pennsylvania Department of Education, also provides the BASD the following:

- An understanding of the school's achievement of the academic standards in reading, writing, mathematics, and science to students, parents, educators, and the community, at large.
- A measure of the degree to which school programs enable students to attain the academic standards.
- Results to use within our strategic plan.
- Aggregated results for all students.
- Disaggregated results for certain student categories.

Additionally, the Pennsylvania Value-Added Assessment System (PVAAS) provides two types of information, value-added (or growth) data on cohorts of students and student level projection data. The value-added, or growth, analyzes available data from previous years (looking back) to help schools evaluate how much cohorts of students have gained in a school year by answering questions such as: Did a group or subgroup of students make a year's worth of growth for a year's worth of schooling?

The projection data uses the data already analyzed to help schools project to the future by answering questions such as: What is the percent likelihood of a student being proficient on a future PSSA? Projection data can be used for intervention planning and resource reallocation.

As in previous years, PVAAS is available for reading and math in grades 4-8 (the current year's 5th-9th graders). As of 2008, PVAAS reports also became available for reading, math, science and writing in grade 11, as well as for science in grades 4 and 8 and for writing in grades 5 and 8.

While the BASD has used PVAAS information in writing the district and the school-level improvement plans, PDE will also now be able to use the PVAAS information for determining AYP.

Following the 2007-2008 PSSA testing in Reading and Mathematics, The Bethlehem Area School District was deemed as "Making Progress in Corrective Action II". The following are highlights of the Bethlehem Area School District's PSSA results from 2007-2008:

- Overall, most of the schools at all levels of the district exceeded the established targets (56%) for mathematics. In reading, most schools, with the exception of four elementary schools, also exceeded state target proficiency levels (63%). Note that these targets will increase to 72% in reading in 2011 and to 81% in reading in 2012. In mathematics, the increases will be to 67% in 2011 and 78% in 2012.

- The most notable area in which we need to see improvement in our elementary schools is with our economically disadvantaged students in reading. In 2008, five of our elementary schools did not make AYP with this group. At the middle school level, all four schools made AYP across sub-groups in reading; however, Broughal Middle School did not make AYP in mathematics with its Latino/Hispanic and its economically disadvantaged students. It should be noted that many of these students cross both sub-groups. East Hills Middle School did not make AYP in mathematics with its IEP sub-group. Regarding our high schools, Freedom missed AYP status in 2008 based upon the IEP sub-group in both reading and mathematics. Liberty did not make AYP in any of its sub-groups. As of 2008, both high schools had Corrective Action II designations.

In summary, the BASD has vacillated in the gains made within certain sub-groups since the inception of the PSSA. Consequently, we continue to work toward identifying and implementing successful strategies to improve the performance of subgroups. This is done most obviously throughout the collection and analysis of data, which administrators and teachers in each school collect and maintain. Additionally, we continue to provide academic intervention programs for students who are not meeting standards; examine and track district attendance to assess their impact on meeting state attendance targets; and educate the community about the impact of the No Child Left Behind legislation.

An examination of the 2007-2008 PSSA data has identified the following educational needs:

All Grade Levels

1. Continue ongoing analysis of PSSA data and other assessment results to translate areas of weakness into improved classroom practice.
2. Continue to use data to improve practices in curriculum and instruction.
3. Improve assessment results for all groups.
4. Train staff to identify needs of identified subgroups.
5. Continue to train staff on differentiated instruction in all disciplines, and ensure the implementation of its success.
6. Continue to align curriculum to meet the state standards, anchors, and eligible content.
7. Continue to review and revise all standards-based rubrics.
8. Upgrade technology skills of staff in all subject areas to enhance technology integration in the classroom.
9. Continue ongoing staff development for all new and existing programs.
10. Continue to support inclusive practices for special education and ESOL students at all levels.
11. Provide opportunities for teachers to grow in their application of inclusive practices, differentiating instruction, using data, teaching literacy in all contents, dealing with student behavior, using technology effectively, and working with parents and community.
12. Improve delivery of curriculum, specifically when working with students whose learning needs to be enriched or enhanced.
13. Work with the Workforce Investment Board (WIB) to define plans and programs around Career Pathways and Career Awareness.

Elementary School Level

1. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at all 16 elementary schools and the Regional Academic Standards Academy (RASA) students.
2. Train teachers in emergent reading and in guided reading strategies.
3. Maintain gains from Writers' Workshop training, and continue to train teachers new to the district.
4. Assist staff in implementing flexible grouping techniques to meet the needs of all students.
5. Assist teachers in teaching reading in all content areas.

Middle School Level

1. Continue emphasis on reading in all content areas.
2. Continue to provide staff development training on standards-based mathematics instruction and assessment.
3. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at all four middle schools.

High School Level

1. Continue to train staff across disciplines in Reading Apprenticeship.
2. Continue to train staff across disciplines on new writing strategies.
3. Continue emphasis on reading in content areas.
4. Continue to train staff to identify and implement successful strategies to improve the performance of subgroups at both high schools, and the Career Academy.
5. Monitor the BASD graduation proficiency requirements, established in 2009.
6. Continue to develop Dual Enrollment opportunities.
7. Continue to create Small Learning Communities for students through the development of teams, and through the expansion of thematic programs.
8. Continue to develop collaborative opportunities for teachers through the growth of Professional Learning Communities.
9. Continue to integrate Project 720 initiatives into action plans.
10. Continue to implement Classrooms for the Future.

**Bethlehem Area School District
Flex In-service Program
2009/2010 – 2011/2012**

Goal

It is the goal of the Bethlehem Area School District's Act 48 Committee to promote a variety of professional staff development opportunities for the teachers of the Bethlehem Area School District.

Overview of the Flex In-Service Program

Of the seven in-service days scheduled during the 2009/2010-2010/2011 school years, two days will be dedicated to the Flex In-Service Program. In-service days dedicated to the Flex In-Service Program for 2011-2012 will be determined through the terms and conditions as set forth in a new Collective Bargaining Agreement.

The Flex In-Service Program will provide all teachers the opportunity to substitute six or twelve hours of District approved in-service sessions for one or two regularly scheduled staff in-service days.

For the 2009/2010 – 2010/2011 school years, two days will be dedicated as flex in-service days. All six hours or twelve hours must be completed by May 1 of each school year to qualify for the Flex In-service Program.

Basic Provisions of the Flex In-service Program

For the purpose of clarification, in addition to District approved in-services, IU 20 and IU 21 flex in-services, which are held outside the contractual day, are also considered District approved in-services.

All sessions applied to the Flex In-service Program will be held outside of the contractual day, i.e., before or after school, weekends, or during the summer. The beginning date to acquire flex credit in a new school year shall begin on the day after the final contractual day of the school year.

To participate in the Flex In-service Program, full-time teachers are required to complete the entire six hours of District approved in-services for one flex day credit, and twelve hours of District approved in-services for two flex days of credit. Partial completion of the six hours and/or partial completion of twelve hours will not qualify for the flex in-service day(s) credit. Part-time teachers will need to complete the percent of the flex-in-service hours equal to their part-time teaching assignment. For example, a half-time teacher will need to complete three hours to qualify for one flex day of credit and six hours to qualify for two flex days of credit.

A District approved in-service will be in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, 3 hours, and continue in this manner up to twelve hours. Completion of the entire in-service is required to receive flex in-service credit. For the purpose of clarification, attendance at only a portion of any stand alone, posted in-service, will not qualify for flex in-service credit. Any exception to this procedure must be granted through the appeals process. (See "Appeals" on page 8.)

Some District approved in-services may be held over several sessions, e.g., Reading Apprenticeship or CPR/AED training. In this instance, full completion of all sessions is required to receive flex credit. District approved in-services that require full attendance at all of the sessions must be posted as such on CPE Tracker. Any exception to this procedure must be granted through the appeals process.

All District approved in-services which are attended throughout the summer beginning after the final contractual day of that school year will apply to the next school year.

Flex hours cannot be carried over from year to year.

All District approved in-services will be posted regularly on CPETracker.

Teachers may replace one dedicated in-service day under the following conditions: Completion of six hours of District approved in-services in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, and to continue in this manner up to six hours.

Teachers may replace two dedicated in-service days under the following conditions: Completion of twelve hours of District approved in-services in increments of 1 hour, 1.5 hours, 2 hours, 2.5 hours, and to continue in this manner up to twelve hours.

Teachers who present a District approved flex in-service will receive two hours of preparation credit for a new in-service, and one hour of preparation credit for a previously delivered in-service.

Teachers who serve as presenters may also replace the dedicated in-service days through presentations and preparation totaling six hours for one flex day, or twelve hours for two flex days, and/or a combination of presentations, preparation, and attendance at district approved in-services totaling six hours for one flex day, or twelve hours for two flex days.

All District approved in-service hours will count for Act 48 credit.

Procedures and Guidelines

A professional employee or administrator must use the "Add CPETracker Event Request" form to post an on-line registration module on CPETracker.

All District approved in-services will be posted on CPETracker. Professional staff development opportunities will be updated regularly.

If an in-service does not appear as a District approved in-service on CPETracker, or as an IU 20 / IU 21 flex program (must be outside the contractual day to count as District approved) then that session may not be applied to the Flex In-service Program.

On CPETracker, each posted, District approved in-service will contain the following information:

- A. Title and description of the in-service session
- B. Provider
- C. Date, time and location of the session
- D. The duration of the session, i.e., two, four or six hours
- E. The name of the presenter(s)
- F. The qualifying audience, e.g., elementary ELA, special education teachers, Donegan Elementary School teachers, etc.
- G. Maximum number of qualifying teachers who may attend the session before it is closed
- H. Closure date for workshop/seminar registration
- I. Registration Status

Any teacher who is a part of the qualifying audience and wishes to attend a posted District approved in-service must register for that session on CPETracker.

Teachers will receive confirmation of their successful registration through CPETracker.

The presenter(s) of the workshop or seminar will receive a listing of all teachers registered for that session.

Teachers must record their session attendance by initialing a sign-in sheet.

Teachers will receive a notification of their completed session attendance, as well as their credited flex time, through CPETracker.

The presenter(s) will maintain a copy of the attendance record for each in-service they present, and will also forward a copy of that attendance record to the Assistant Superintendent for Curriculum and Instruction.

All attendance records relevant to the Flex In-service Program will be maintained by the Office of the Assistant Superintendent for Curriculum and Instruction.

All hours must be credited for the designated Flex In-service Program days must be completed by May 1 of each school year.

Appeals

Appeals regarding the accuracy of records and / or registration denials for qualification requirements may be made to the Superintendent of Schools in writing. In the event a teacher challenges a denial to attend a workshop/seminar, or the accuracy of the attendance record, the co-chairpersons of the Act 48 Professional Educational Committee and the Superintendent will render a decision regarding the matter. This appeal process must be completed within 21 calendar days.

PROFESSIONAL DEVELOPMENT OPTIONS AND PROVIDERS

The Bethlehem Area School District acknowledges and encourages all professional staff to engage in a wide array of professional development opportunities. The following options for professional development are available to the district's professional staff and provide a variety of avenues through which appropriate professional education can be obtained. Each approved option will relate to areas of assignment and certification and address approved goals.

Academic Studies

1. Credits of collegiate study related to an area of assignment or certification at an approved institution of higher education
2. Credits of continuing professional education courses related to an area of assignment or certification conducted by providers approved by PDE
3. Hours of other continuing professional education programs, activities or learning experiences related to an area of assignment or certification conducted by providers approved by PDE
4. Collaboration with an institution of higher education in a research project that focuses on effective teaching practices for student achievement
5. Participation in a partnership with higher education for the purpose of improving teaching effectiveness and raising student achievement
6. Preparation (first time only) to teach a course as an adjunct faculty member for a state approved teacher preparation institution
7. Completion of qualified (state approved) or district approved in-service programs in subject area, technology, or an area that directly enhances teaching practices, classroom management skill, research abilities, knowledge, etc.
8. Preparation (two hours for the first time, one hour for each successive time) to conduct presentations on teaching and learning for in-service credit
9. Completion of training activities related to effective teaching and learning practices conducted by PDE and PDE approved providers including web-based tutorials, distance learning instruction and workshops

Curriculum Development Activities

1. Develop new district curricula
2. Participate in planned course development
3. Serve on an instructional materials selection committee
4. Participate on a grant writing committee
5. Conduct action research pertaining to curriculum and/or instructional practices to enhance student achievement
6. Write, or participate in writing, an educational textbook
7. Develop and/or conduct workshops related to anchors and/or eligible content, technology, and effective teaching strategies
8. Participate in regional and/or state sponsored development projects for teachers and administrators such as the Governor's Institutes, and/or PaTTAN sponsored workshops
9. Develop and/or conduct presentations at regional, state or national level conferences, symposia, workshops and other education related forums on teaching and learning
10. Complete other curriculum development activities approved by the Board of School Directors and/or PDE

Professional Practices

1. Serve as a mentor for a new teacher
2. Serve as a support teacher for a student teacher
3. Serve as a support teacher for an early field experience student
4. Participate in an educational internship
5. Complete the portfolio and site assessment requirements for National Board Certification
6. Attend professional conferences, seminars and/or meetings
7. Participate actively in local, regional, state or national research projects that focus on effective teaching practices
8. Observe other professional employees in the classroom setting
9. Train and provide continuing professional education, and staff development activities that include, but are not limited to:
 - Developing rubrics
 - Diversity training
 - Performance Tracker, IEPPlus, and eSchool training
 - Assessment training (PSSA, DRA, standardized tests, formative assessments, Rubrics, and student information system)
 - Screening and referral procedures for students
 - Inclusion
 - Confidentiality of records
 - Special education federal and state regulations
 - IEP development
 - Crisis intervention
 - Effective teaching methodologies
 - Technology training
 - Read 180
 - RTI
 - Co-teaching
 - Differentiating Instruction
10. Other professional practices approved by the Board of School Directors and/or by PDE

The following providers have been approved by the district to offer professional Development activities to professional members of the district staff consistent with District goals and certification of employees:

1. Pennsylvania Department of Education (PDE)
2. PDE approved providers
3. Intermediate units in the Commonwealth of Pennsylvania
4. All PDE approved colleges and universities with their courses, workshops, clinics and conferences
5. Professional conferences and workshops provided or sponsored by national, state and local professional organizations and associations

Examples of such organizations and associations include but are not limited to:

- American Association of School Administrators (ASSA) and affiliates
- American Association of School Personnel Administrators (AASPA) and affiliates
- American Library Association (ALA) and affiliates
- American Psychological Association (APA) and affiliates
- Association for Supervision and Curriculum Development (ASCD) and affiliates
- Council for Exceptional Children (CEC) and affiliates
- International Reading Association (IRA) and affiliates
- Music Educators National Conference (MENC) and affiliates
- National Art Educational Association (NAEA) and affiliates
- National Assessment of Educational Progress (NAEP) and affiliates
- National Association for Sport and Physical Education (NASPE) and affiliates
- National Association of Elementary School Principals (NAESP) and affiliates
- National Association of Secondary School Principals (NASSP) and affiliates
- National Education Association (NEA) and affiliates
- National Council of Teachers of English (NCTE) and affiliates
- National Council of Teachers of Mathematics (NCTM) and affiliates
- National Council of Teachers of Social Studies (NCTSS) and affiliates
- National Middle School Association (NMSA) and affiliates
- National School Boards Association (NSBA) and affiliates
- National Science Teachers Association (NSTA) and affiliates
- National Staff Development Council (NSDC) and affiliates
- School Counselor Professional Organizations (SCPO) and affiliates
- Teachers of English to Speakers of Other Languages, Inc. (TESOL) and affiliates

6. Pennsylvania approved LEA's (i.e., school districts, vocational/technical schools, PA I.U.'s, approved private schools)
7. Consultant, or other appropriate informational resources contracted by the Bethlehem Area School District, including public or private agencies, based on the District's approval process.
8. Local businesses, organizations, and agencies (i.e., Lehigh Business Education Partnership, Lehigh Valley Zoo, etc.) subject to the District's approval process.

The District's Act 48 Committee is responsible for coordinating professional development opportunities and will approve additional providers that are consistent with the approved plan and goals.

ACTION PLANS

Specific actions plans are developed annually to address identified instructional needs, professional growth initiatives and the No Child Left Behind Act. Goals focus on established areas of most need: mathematics, English/Language Arts, special education, technology instructional inclusion, and English language learners. Plans are developed through data reviews, and generally revolve around curriculum initiatives that remain to be completed and activities designed to improve the performance of identified subgroups.

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Many of our new teachers have not been trained in Writing Workshop. The workshop is the cornerstone for ELA instruction.	To train teachers new to the district in Writing Workshop	All ELA teachers new to the district	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Many of our veteran teachers have changed assignments since they have been trained in Writing Workshop. Others may have missed the initial training. The workshop is the cornerstone for ELA instruction.	To refresh continuing teachers in Writing Workshop	Self-selected continuing service teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	District-wide scoring teams provide both feedback to classroom teachers and help establish a common understanding of what it means to meet standard.	To score district-wide on-demand writing assessments	Selected teachers	Other skills
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Correctly using guided reading to teach students at their instructional levels has been lacking. To teach students effectively, teachers need refresher training in guided reading.	To provide teachers with the knowledge and strategies to use guided reading effectively	Teachers with a demonstrated need and self-selected teachers (through flex)	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	In transitioning to small group remediation in grade one, teachers need support in selecting which strategies and materials best support struggling students in this instructional setting.	To provide teachers with the knowledge and strategies to select instructional materials and strategies to meet the needs of struggling readers in a small group setting.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Grammar instruction has been lacking both in the K-12 and the collegiate level. To teach our students effectively, teachers need refresher training in grammar.	To provide teachers with the knowledge and strategies to teach grammar effectively.	Self-selected teachers (flex)	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To develop strategies and methods for differentiating instruction in ELA classes.	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To train teachers in differentiating instruction in ELA classes.	Self-selected teachers (flex)	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of high school teachers have little to no training in incorporating literacy strategies in their content areas. Students knowing how to comprehend content area texts is essential to their success in high school and beyond.	To continue to train high school literacy coaches in how to work with high school teachers so that they can understand and use literacy strategies in their content areas, to the benefit of their students	High school literacy coaches	Pedagogy
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train additional teachers to be Reading Apprenticeship Trainers of Teacher	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train teachers new to the district in Reading Apprenticeship	All teachers new to the district	Pedagogy/ Content

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	The majority of secondary teachers have little to no training in incorporating literacy strategies into their content areas. Students knowing how to comprehend content areas texts is essential to their success in middle and high school and beyond.	To train district teachers in Reading Apprenticeship	Selected teachers	Pedagogy/ Content
2009-2010 2010-2011 2011-2012 On-going	English/Language Arts	Some of our veteran teachers have changed assignments since they have been trained in Read 180 and/or System 44. Others may have missed the initial training. Read 180 and System 44 are essential reading programs to close the reading gap experienced by struggling readers.	To refresh teachers in Read 180 and/or System 44	Selected teachers	Pedagogy/ Content

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	As the ESOL population increases, so will the need to differentiate instruction for these linguistically diverse students.	To train teachers how to modify and scaffold instruction to facilitate English acquisition and ensure academic success	All teachers	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	A specific literacy framework for English Language Learners (ELLs) based on students' English proficiency levels needs to be developed, implemented and periodically revised to meet students' needs.	To provide opportunities for ESOL teachers to develop literacy frameworks that align to the PA English Language Proficiency (ELP) Standards and the English Language Arts curriculum	ESOL specialists	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	During the process of English acquisition some ELLs may struggle with reading. Training in effective ESOL strategies needs to be provided.	To train teachers how to develop interactive lessons using proven strategies and effective techniques for ELLs	ESOL Specialists and ELA teachers	Flex Credits, In-services Summer workshop offerings
2009-2010 2010-2011 2011-2012	ESOL	While acquiring English, ELLs may struggle in the content areas creating a need to implement the Sheltered Instruction Observation Protocol (SIOP) methodology.	To train teachers as trainers in the elements of SIOP, and CALLA, the Cognitive Academic Language Learning Approach	ESOL Specialists and content area teachers teaching ELLs	Flex Credits, In-services Summer workshop offerings

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	Teachers struggle to find ways to effectively address the specific language needs of ELLs in an inclusive setting. Demonstrations of how to teach without relying on multiple worksheets are needed.	To train teachers how to implement a co-teaching model that fosters the use of Multiple Intelligence Theory, more effectively allowing ELLs to tap into their diverse learning styles	ESOL Specialists, ELA teachers and interested content area teachers	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Technology is an essential resource for ELLs. Teachers need to infuse the use of technology in ESOL lessons as they teach reading and writing skills.	To provide training in computer programs, which facilitate the acquisition of English and literacy skills (READ 180, System 44, podcasts, etc.)	ESOL Specialists	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Teachers need model lessons for ELL newcomers in the areas of Science and Social Studies.	To parallel the BASD curriculum for Science and Social Studies and develop model lessons to show appropriate accommodations and modifications	All teachers with ELL newcomers	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	To help bridge the gap between school and homes there is a need to learn how diverse cultures affect the educational process.	To provide training highlighting cultural differences and provide tips for increased sensitivity	All Teachers	Summer training, flex credits and/or In-services

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	ESOL	In order to improve communication with parents and students BASD personnel may choose to learn basic Spanish skills.	To teach interested BASD personnel basic Spanish communication skills	All interested school district personnel	Summer training, flex credits, In-services IU 20 course
2009-2010 2010-2011 2011-2012	ESOL	As new curriculum is developed, there is a need to align the approved curriculum to the ESOL scope and sequence.	To parallel curriculum for ELLs to address the various English proficiency levels at all grade levels	Instructional personnel working with ELLs	Summer training, flex credits and/or In-services
2009-2010 2010-2011 2011-2012	ESOL	Due to new 2009 PA requirements for ELLs, all district personnel need to understand the legal issues pertaining to ESOL programming.	To provide on-going training highlighting state and federal mandates and new initiatives related to ESOL programming. <ul style="list-style-type: none"> • Annual Measurable Achievement Objectives (AMAO) • PA English Language Proficiency Standards (ELP) • Compliance to New Basic Education Circular (BEC) 	All school district personnel	Summer training, flex credits and/or In-services

Act 48 Continuing Professional Education Activities

<p>2009 – 2010 2010 – 2011 2011 – 2012</p>	<p>ESOL</p>	<p>The WIDA: ACCESS for ELLs assessments which need to be used to drive ESOL instruction. The interpretation of this data needs to be made comprehensible for ease of use by teachers.</p>	<p>To learn to interpret data from the WIDA: ACCESS for ELLs test to pre-plan instructional strategies and deliver strong effective lessons</p>	<p>ESOL Specialists</p>	<p>Summer training, flex credits and/or In-services</p>
<p>2009 – 2010 2010 – 2011 2011 - 2012</p>	<p>ESOL</p>	<p>With the new BASD proficiency stages for ELLs, developed in 2008, there needs to be a deeper understanding of the PA “Can Do Descriptors” and ELP Standards.</p>	<p>To define ELL characteristics at various levels, plan lessons commensurate to linguistic levels and serve as advocates by modeling appropriate instructional techniques</p>	<p>ESOL Specialists and personnel working with ELLs</p>	<p>Summer training, flex credits and/or In-services</p>

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2008-2010	Mathematics	Gr. 6 math teachers have not previously taught pre algebra	To provide information, activities, and training	Gr. 6 math teachers who are teaching the accelerated pre algebra course	Content & Pedagogy
2009-2011	Mathematics	Gr. 7 math teachers have not previously taught algebra 1	To provide information, activities, and training	Gr. 7 math teachers who are teaching the accelerated algebra 1 course in 7 th grade	Content & Pedagogy
2010-2012	Mathematics	Gr. 8 math teachers have not previously taught geometry	To provide information, activities, and training	Gr. 8 math teachers who are teaching the accelerated geometry course in 8 th grade	Content & Pedagogy
2009-2012	Mathematics	Math teachers at transition grades need to understand expectations for students at both levels	To hold articulation meetings with teachers to dialog	Math teachers in grades 5 and 6; math teachers in grades 8 and high school	Content & Pedagogy
2009-2012	Mathematics	Teachers may not have sufficient background in flexible grouping	To provide information, strategies, and activities to assist teachers with flexible grouping	Teachers K-5	Pedagogy

2009-2012	Mathematics	Planned courses in math for grades K-8 need to be updated	To revise planned courses in K-8	Teachers K-5 and math teachers 6-8	Content & Pedagogy
2009-2010	Mathematics	MathGAP course needs to be revised for graduation requirement	To revise planned course	High school math teachers	Content & Pedagogy
2009-2012	Mathematics	Scope and sequence documents need to be revised	To revise scope and sequence documents	Teachers of math K-12	Content

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
Summer 2009 – School Year 2010-2011	Science	The current high school curriculum needs to be examined to reflect the content required by Pennsylvania Science, Technology, Environment, and Ecology Standards	To adjust curriculum to align with Pennsylvania Science, Technology, Environment, and Ecology Standards	Selected high school teachers	Content
2009-2011	Science	Many of our elementary teachers are unfamiliar with the science content they will be expected to teach in the FOSS program	To learn key content for each of the FOSS kits as they are adopted	Elementary teachers	Pedagogy/ Content
2009-2011	Science	Differentiating instruction is a key technique in reaching students of all ability levels within the individual classroom.	To develop strategies and methods for differentiating instruction in science classes and train teachers in differentiating instruction in science classes	Selected teachers	Pedagogy/ Content

2009-2010	Science	The current middle school curriculum needs to be routinely examined to reflect the content required by Pennsylvania Science, Technology, Environment, and Ecology Standards	To adjust curriculum to align with Pennsylvania Science, Technology, Environment, and Ecology Standards	Selected middle school teachers	Content
2009-2012	Science	Science teachers must learn to balance inquiry and science process skills with content area teaching, a critical section of the science PSSA	To expand inquiry and process skill instruction at all levels	Selected teachers	Pedagogy/ Content

Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience	Type
2009-2010 2010-2011 2011-2012	Special Education	Teachers are required to write legally defensible IEP's that are measurable and observable.	To be in compliance with laws pertaining to IDEIA	Special Education Teachers K-12	On-going training
2009-2010 2010-2011 2011-2012	Special Education	Districts must provide a continuum of services and programs. The district will reinforce levels of services in all buildings.	To be in compliance with PDE and the Bureau of Special Education	Special Education Teachers K-12	On-going training
2009-2010 2010-2011 2011-2012	Special Education	The district uses a web-based IEPPlus software program. All teachers are provided on-going training for application and consistency at all levels.	To create a smooth transition and provide consistency in K-12 IEP writing	Special Education Teachers K-12	Extensive training from the technology department
2009-2010 2010-2011 2011-2012	Special Education	Teachers are required to incorporate relevant modules in ELA/Math. Training will occur at all levels to incorporate the modules.	To improve teacher proficiency in teaching standards working in conjunction with the ELA/Math coordinators	Special Education Teachers K-12	Content

<p>2009-2010 2010-2011 2011-2012</p>	<p>Gifted and Talented</p>	<p>Teachers are required to identify thought-to-be gifted learners. Appropriate criteria for gifted and talented students needs to be identified.</p>	<p>To include a more diverse population to be included in program</p>	<p>Gifted Support Teachers, School Psychologists</p>	<p>Ongoing Research Training</p>
<p>2009-2010 2010-2011 2011-2012</p>	<p>Special Education</p>	<p>Co-teaching and inclusive practices are incorporated at all levels for LRE purposes. Inclusion of special education teachers in regular education trainings and workshops pertaining to their curricular area is necessary.</p>	<p>To assist with teacher proficiency in modifying and adapting the general education curriculum to meet all students' needs</p>	<p>Special Education Teachers K-12</p>	<p>Pedagogy/ Content</p>
<p>2009-2010 2010-2011 2011-2012</p>	<p>Special Education</p>	<p>Special education students must show appropriate growth in their academic courses as identified in their IEP's. The district will provide training on progress monitoring to quantify student growth and increase teacher accountability.</p>	<p>To meet the requirements of Compliance Monitoring/IDEIA</p>	<p>Special Education Teachers K-12</p>	<p>Pedagogy/ Content</p>

2009-2010 2010-2011 2011-2012	Special Education	Teachers are in need of training for positive behavioral supports and Functional Behavioral Assessments as necessary for IEP's.	To improve classroom management	Special Education Teachers K-12	Pedagogy/ Content
2009-2010 2010-2011 2011-2012	Special Education	The district is required to identify special education students who meet the criteria for the state alternate assessment. The district will provide training on administering to students the PASA (alternate assessment to the PSSA).	To train new teachers to evaluate students utilizing the PASA	Special Education Teachers K-12	Specific training via PDE
2009-2010 2010-2011 2011-2012	Special Education	The district is required to incorporate an LRE Improvement Plan, district-wide. The district will provide training on inclusive practices to address LRE (Least Restrictive Environment) to increase special education population into regular education classrooms with supplementary aides and services.	To address the GASKIN Lawsuit, BASD will put forth a three-year plan to be implemented district wide	All teachers	On-going Training

<p>2009-2010 2010-2011 2011-2012</p>	<p>Special Education</p>	<p>The district is able to defray special education costs through medical access for those students who qualify. The district will increase reimbursements through the ACCESS School-Based Medicaid Program.</p>	<p>Through health-related services via the IEP process, BASD will generate monies to be spent within the special education department.</p>	<p>Special Education Teachers, speech/language therapists, school psychologists, home-school visitors, CIU #20 related staff, nurses, transportation, family centers</p>	<p>On-going Training</p>
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Act 48 Continuing Professional Education Activities

Year	Program	Needs Statement	Purpose	Audience/Links	Type
2009-2010 2010-2011 2011-2012	Technology	K-12 curriculum for the PA Academic Technology Standards is not yet in place.	To help teachers implement the K-12 instructional technology benchmarks across the curriculum	K-12 teachers	Content
2009-2010 2010-2011 2011-2012	Technology	Some staff are not trained in the ubiquitous use of technology as an instructional tool.	To improve and differentiate classroom instruction in order to help students develop 21st century skills	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Technology as an assessment tool has not been utilized to its greatest potential.	To increase authentic assessment opportunities for students	K-12 teachers	Assessment
2009-2010 2010-2011 2011-2012	Technology	Technology to analyze and interpret data has not been utilized to its greatest potential.	To provide teachers the tools and ability to effectively use data to alter instruction to meet the needs of all students	K-12 teachers	Ongoing research training
2009-2010 2010-2011 2011-2012	Technology	New types of communication tools are available for educators and teachers need to be able to utilize them effectively.	To provide teachers with the means and the knowledge to communicate efficiently with each other, with parents, and with others in the community	K-12 teachers	Communication

2009-2010 2010-2011 2011-2012	Technology	Ongoing training in the use of technology for record keeping is needed for teachers at all levels.	To provide teachers with the tools and the knowledge to efficiently manage student data	K-12 teachers	Improving professional practice
2009-2010 2010-2011 2011-2012	Technology	Teachers are in need of resources for collaboration and research.	To provide a network of resources to enable teachers to enhance their professional skills	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Teachers may lack background in using technology resources needed to enhance student creativity, productivity, and innovation.	To provide students with successful learning experiences using technology	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Part of the teacher's role is to be a role model and teach students to be responsible, ethical users of technology.	To help teachers to be aware of the resources needed to understand societal issues and responsibilities in an evolving digital culture	K-12 teachers	Pedagogy
2009-2010 2010-2011 2011-2012	Technology	Teachers need to be able to address the diverse needs of all learners and use learner-centered strategies using available technology tools.	To provide teachers with strategies for differentiating instruction using technology	K-12 teachers	Pedagogy

<p>2009-2010 2010-2011 2011-2012</p>	<p>Technology</p>	<p>As teachers work more with technology, many may wish to set and attain individualized goals for their own technology professional development, and as part of a differentiated evaluation plan.</p>	<p>To assist teachers in taking ownership in enhancing their technology skills and professional practice</p>	<p>K-12 teachers</p>	<p>Improving professional practice</p>
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PLAN EVALUATION PROCESS AND REVISIONS

The Bethlehem Area School District Professional Development Committee will meet annually to review the Act 48 Professional Education Plan. The committee will review both summative and formative evaluation data that includes but is not limited to:

- Individual Workshop Evaluations
- Observation and Supervision
 - Provides the opportunity to assess implementation of initiatives in the classroom and for staff to provide additional input regarding their experiences.
 - Provides the opportunity for teachers to develop self-directed plans for professional growth.
- Group Surveys
 - Surveys are conducted for professional employees in specific areas, including, but not limited to in-service and Flex needs/opportunities.
- Student Performance Data from the PSSA and other testing measures
- Building level Action Plans to determine unmet needs

It will be the responsibility of the assistant superintendent to arrange for the review of the professional education plan on an annual basis. The committee will review evaluation data that includes: goals, activities, delivery system, competency attainment, individual workshop evaluations, observation and supervision plan, and objective assessments when appropriate.

If adjustments to the plan are recommended by the committee, they will be submitted to the Board of School Directors for review and approval prior to submission to the Department of Education.

COMMITTEE COMPOSITION AND SELECTION PROCESS

The Act 48 Professional Development Plan for 2009-2012 was largely based upon the Bethlehem Area School District's Strategic Plan, which was approved in Fall 2008. The district's strategic planning process involved input from members of the community, including representatives from local businesses, parents, teachers, students, administrators, and board members. The following members of the Bethlehem Area School District Act 48 Committee brought together the essential components from the BASD Strategic Plan in order to develop the Act 48 Professional Education Plan, and reviewed its contents:

Richard Agretto, Director of Special Education
Frank Arbushites, Acting Director of Information Technologies
Kathleen Bast, Coordinator of English/Language Arts, K-12
Doris Correll, Coordinator of English Acquisition
Rosalie Davis, Elementary Teacher
Cindy Evans, Workforce Investment Board
Jodi Evans, High School Teacher/Middle School Math Coach
Barbara Fowler, Elementary Teacher
Michele Fragnito, Elementary Principal
Jennifer Hilton, Interim Coordinator of English/Language Arts, K-12
Claire Hogan, Supervisor of Elementary Special Education
Carol Jacoby, Elementary Principal
Mary Katona, Assistant Superintendent for Curriculum & Instruction
Jill Moran, Elementary Principal
Vivian Robledo-Shorey, High School Principal
Leigh Ann Rusnak, Middle School Assistant Principal
Patrice Schwartzman, Elementary Teacher
Eric Smith, Supervisor of Science, K-12
Mary Catherine Tachovsky, Elementary Principal
Julie Victory, Supervisor of Mathematics, K-12
Jolene Vitalos, Elementary Teacher
Jennifer Volpato, Middle School Teacher
Craig Zieger, Middle School Teacher, BEA President

The teacher members were selected by the Bethlehem Education Association and the administrative members were approved by the Instructional Meet and Discuss Group. The member representing business volunteered for the committee as part of strategic planning.

PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: June 26, 2009

School Entity: Bethlehem Area School District


Address: 1516 Sycamore Street
Bethlehem, Pennsylvania 18017

Chief School Administrator: Joseph A. Lewis, Ed.D.
Superintendent of Schools

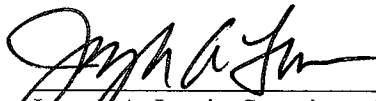
Contact Person: Mrs. Mary Katona
Assistant Superintendent for Curriculum & Instruction

Telephone: (610) 861-0500, extension 60054

We affirm that this professional education plan has been developed in accordance with the laws, regulations, and guidelines regarding professional education plans and that the plan was recommended by the Professional Development Committee and approved by the Board of School Directors.


Loretta M. Leeson, President, Board of School Directors

6/26/09
Date


Joseph A. Lewis, Superintendent of Schools

6/26/09
Date


Stanley Majewski, Board Secretary

6/26/09
Date


Mary M. Katona, Co-chairperson, Professional Development Committee

6/26/09
Date


Craig Zieger, Co-chairperson, Professional Development Committee

6-24-09
Date