

ACT 48

CONTINUING

PROFESSIONAL

EDUCATION

PLAN

2008-2011

Nazareth Area School District
Nazareth, PA 18064

INTRODUCTION

On November 23, 1999 Governor Tom Ridge signed into law Act 48 of 1999, enacting new requirements for continuing professional education (formerly professional development) plans. The legislation also requires that all certified educators complete six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education courses or learning experiences equivalent to 180 hours every five years. For the purposes of calculating hours and credits, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of continuing professional education. The professional education requirements took effect July 1, 2000, for all certified educators and support achievement of the Pennsylvania Academic Standards, the Chapter 49 Teacher Certification Standards, and high standards for all educators and students. Act 48 requires that each school entity submit a three-year professional education plan to the Department of Education for approval.

The goal of the Nazareth Area School District Continuing Professional Education Plan is to develop a Learning Community. The importance of that goal is illustrated by the literature.

Only the organizations that have a passion for learning will have an enduring influence (Covey, 1996, 149).

Every enterprise has to become a learning institution (and) a teaching institution. Organizations that build in continuous learning in jobs will dominate the twenty-first century (Drucker, 1992, 108).

The most successful corporation of the future will be a learning organization (Senge, 1990, 4).

The new problem of change...is what would I take to make the educational system a learning organization – expert at dealing with change as a normal part of its work, not just in relation to the latest policy, but as a way of life (Fullan, 1993, 4).

The Commission recommends that schools be restructured to become genuine learning organizations for both students and teachers; organizations that respect learning, honor teaching, and teach for understanding (Darling-Hammond, 1996, 198).

We have come to realize over the years that the development of a learning community of educators is itself a major cultural change that will spawn many others (Joyce and Showers, 1995, 3).

If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff (Newmann and Wehlage, 1995, 37).

We argue, however, that when schools attempt significant reform, efforts to form a school-wide professional community are critical (Louis, Kruse, and Raywid, 1996, 13).

I. PROFESSIONAL EDUCATION CRITERIA

Increasing student achievement and achieving the Pennsylvania academic standards will require professional education that addresses organizational goals, changes practice, and provides sufficient support over time to build the knowledge base and enhance teacher skills and competence. Therefore, professional education plans must strike a balance between content, pedagogy and other skills needed, and include evidence that they meet the following professional education criteria.

Each professional education experience:

1. Is related to attainment of the Pennsylvania academic standards and high-quality instruction.
2. Is planned to address the needs of a school entity and its professional employees.
3. Has clear and concise, written content- and skill-based competencies.
4. Includes content and instructional methods that are appropriate fore the intended competencies to be mastered.
5. Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
6. Is research-based, data-driven and contributes to measurable increases in student achievement.
7. Provides sufficient support and resources to enable individuals to master new skills.
8. Contributes to building learning communities and continuous improvement.
9. Requires that participants demonstrate attainment of the competencies.
10. Is evaluated by the participants.

II. STANDARDS FOR STAFF DEVELOPMENT

In order to insure the effectiveness of the Nazareth Area School District Continuing Professional Education (CPE) Plan, the National Staff Development Council (NSDC) Standards for Staff Development will be used when designing and implementing the CPE Program. The National Staff Development Council (NSDC) states that, "At school, everyone's job is to learn." The benefits of the staff development standards listed below can inspire all educators to improve performance. Ultimately, our students benefit from these endeavors.

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Used multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for students' academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to appropriately use various types of classroom assessments. (Quality Teaching)
- Provides educators with knowledge and skills to appropriately involve families and other stakeholders. (Family Involvement)

National Staff Development Council, 2001

III. APPROVED PROVIDERS

The following list includes, but is not limited to approved providers for the Nazareth Area School District. These providers meet the identified needs as stated in the plan. Other professional organizations, associations, and personnel approved by the Nazareth Area School District Board of Education and the Department of Education will be considered an approved provider.

The NASD, as an approved education provider, schedules professional development activities that meet Act 48 requirements. Events and professional development, provided by other agencies, even though part of the CPE plan, are eligible for inclusion on the CPE Tracker (the district CPE data management system). but do not automatically qualify for flextime, unless pre-approved by the educator's supervisor. Educators who participate in continuing professional development activities provided by the following providers are not eligible for compensation by virtue of this plan. Compensation is determined by the terms of the contract between the Nazareth Area School District and the Nazareth Area Education Association.

NATIONAL/INTERNATIONAL EDUCATIONAL ORGANIZATIONS

- Association for Supervision & Curriculum Development (ASCD)
- National Education Association (NEA)
- National Association of Elementary & Secondary School Principals (NAESSP)
- National Board Certification Agencies
- National Association for Education of Young Children (NAEYC)
- American Association of University Women (AAUW)
- Phi Delta Kappa (PDK)
- Association of School Administrators (ASA)
- American Educational Research Association (AERA)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National staff Development Council
- Others as approved by the committee/Board of School Directors

STATE EDUCATIONAL ORGANIZATIONS

- PA Association of Supervision & Curriculum Development (PAASCD)
- PA School Boards Association (PSBA)
- PA State Education Association (PSEA)
- PA Association of Elementary & Secondary School Principals (PAESSP)
- PA Educational Leadership Foundation
- PA Association of Federal Program Coordinators (PAFPC)
- PA Association of School Administrators (PASA)
- PA Association of Student Councils (PASC)
- PA Association of School Business Officials (PASBO)
- PA Educational Research Association (PERA)
- Keystone State Reading Association (KSRA)
- Diagnostic and Prescriptive Math Association (DPMA)
- Others as approved by the committee/Board of School Directors

EDUCATIONAL ENTITIES

- Nazareth Area School District and its employees
- PA School Districts
- Intermediate Unit #20 and other PA Intermediate Units

- Career Institute of Technology and other VoTech Schools
- Accredited Colleges, Universities, Community Colleges, and Technical Business Schools
- PA Department of Education (PDE) and its approved providers
- Safer Saner Schools
- Others as approved by the committee and Board of School Directors

COMMUNITY PROVIDERS

- Binney and Smith
- Chambers of Commerce
- Children & Youth Agencies
- Environmental Agencies
- Junior Achievement
- Lehigh Valley Hospital and other local Health Providers
- Local Businesses
- MADD – Mothers Against Drunk Driving
- Newspapers in Education (NIE)
- Probation Offices
- Service Clubs (Kiwanis, Rotary, etc.)
- State/Local Police
- Weller Health Education Center
- Others as approved by the committee/Board of School Directors

ATHLETIC ORGANIZATIONS

- National Federation of State High School Association (NFHS)
- National Interscholastic Athletic Administrators Association (NIAAA)
- PA Interscholastic Athletic Association (PIAA)
- PA State Athletic Directors Association (PSADA)
- Others as approved by the committee/Board of School Directors

MATH/SCIENCE ORGANIZATIONS

- Capital Area Math & Science Alliance
- PA Science Teachers Association (PSTA)
- Others as approved by the Committee/Board of School Directors

FINE ARTS ORGANIZATIONS

- American Band Directors Association (ABDA)
- American Choral Directors Association (ACDA)
- Music Educators National Conference (MENC)
- National Association of Educators of Art (NAEA)
- National Association of Jazz Education
- PA Music Educators Association (PMEA)
- Others as approved by the Committee/Board of School Directors

LIBRARY ORGANIZATIONS

- American Association of School Librarians
- American Librarian Association
- Follett Software Company
- PA Librarian Association
- PA School Librarians
- Others as approved by the Committee/Board of School Directors

HEALTH/MENTAL HEALTH SERVICES/ORGANIZATIONS

- American Heart Association

- American Nurses' Association
- American Red Cross
- American School Nurse Association
- Association of Retarded Citizens (ARC)
- Community Health Council
- National Association of School Nurses (NASN)
- PA Association of School Nurses and Practitioners (PASNAP)
- PA Nurses' Association
- Others as approved by the Committee/Board of School Directors

COUNSELING/PSYCHOLOGY ORGANIZATIONS

- American School Counselors' Association
- National Board of Certified Counselors (NBCC)
- PA Psychological Association (PPA)
- PA School Counselors Association
- Renaissance School Counselors' Association
- Others as approved by the Committee/ Board of School Directors

SPECIAL EDUCATION ORGANIZATIONS

- American Speech & Hearing Association (ASHA)
- Council for Exceptional Children (CEC)
- Early Intervention Agencies (EI)
- Others as approved by the Committee/Board of School Directors

IV. DELIVERY SYSTEM

The professional education committee has approved the following list of professional education options that may be used to fulfill the six credits and/or 180-hour requirement with prior approval from the appropriate supervisor/administrator.

- Collegiate studies;
- Continuing professional education courses taken for credit;
- Approved continuing education units;
- Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;
- Participation in professional conferences and workshops;
- Education in the Workplace, where the work is related to the professional educator's area of assignment and is approved by the board of directors;
- In-service programs that comply with the professional education criteria;
- Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade;
- Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education, intermediate units, and Pennsylvania school entities;
- Preparation for the teaching of continuing professional education courses and in-service or workshop sessions for school districts, the Department of Education, professional conferences, or intermediate units; the initial preparation for the course will be at a ratio of 1:1;
- Preparation for the teaching of undergraduate/graduate education courses; the initial preparation for the course will be at a ratio of 1:1;
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan;
- Induction professional development activities occurring during a district or intermediate unit's defined induction program; and mentor activities;
- Observations and visitations – Observations and visitations are defined as school entity-sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observations within the intermediate unit, visitations to other sites outside of the intermediate unit, and business and industry collaboration;
- Program/department meetings e.g. meetings for a specific purpose (ex: planning and coordinating curriculum, sharing successful projects). These meetings may be scheduled during in-service days, the regular school day, and/or through release time;
- Online courses;
- Distance learning staff development;
- Presentations by staff of the school entity;
- State-sponsored/developed professional education courses, programs, activities, or learning experiences;
- Inquiry into practice, action research, study groups, and independent study;
- Peer observation, peer coaching, and collegial study and support groups activities.
- Professional enhancement activities as approved by the district.
- Online Professional Development, i.e. Teacher-to-Teacher, United Streaming, etc.

Act 48 Hours for Class Preparation

On the occasion that a professional employee teaches a class, workshop, or program for other professional employees in this school district the following guidelines will apply. For the time devoted to instruction Act 48 hours will not accumulate, however, Act 48 hours will be awarded for preparation prior to class presentation. Time for preparation will earn CPE hours once per class offering. For a two (2) hour class two (2) hours of Act 48 hours will be awarded to the instructor for class preparation. Likewise, for a four (4) hour class four (4) hours of Act 48 hours will be awarded etc.

Conference Hours

When a professional employee attends a multi-day conference, and verification of participation and Act 48 hours is not provided by the organizers of the conference, the following guidelines will apply. Each day of full participation will count as six (6) hours of Act 48 hours. If travel curtails any part of the full six (6) hours the professional employee will report the correct hours to his/her immediate supervisor.

Appeal Procedure

In the event the professional employee seeks Act 48 hours for a course, program or activity not contained in the recommended list an appeal may be made in writing to the Assistant Superintendent. Upon receipt of the information describing the course, program or activity the appeal will be submitted to the Superintendent for a decision. Should the educator disagree with the Superintendent's decision, s/he may appeal to the Board of Directors. The School Board shall accept or reject the awarding of Act 48 hours for the requested course, program or activity.

PREPARING THE CONTINUING PROFESSIONAL EDUCATION PLAN

Continuing Professional Education Committee (CPEC)

The chairperson of the Continuing Professional Education Committee is the Assistant Superintendent. The Committee consists of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers; educational specialists representatives chosen by the educational specialists; and administrative representatives chosen by the administrators of the school district. The Board of School Directors will appoint parents of children attending a school in the district, local business representatives and other individuals representing the community to the Professional Education Committee.

The members of the Committee are:

Diane Dautrich	Assistant Superintendent, Chair
Michael Roth	Assistant Superintendent
Tamara Gary	Director of Curriculum
Therese Myers	Director of Special Education
Rosemary Montesana	Director of Pupil Support Services
Sandra Turtzo	Elementary Teacher – Bushkill ES
Leslie Mead	Elementary Teacher – Lower Nazareth ES
Laura McCrone	Elementary Teacher – Shafer ES
Sue Whalen	Secondary Teacher
Brittany Greene	Secondary Teacher
Joshua Gridley	Counselor, LNES
Alan Davis	Administrator, NAHS
Robert Kern	Administrator, NAMS
William Mudlock	Administrator, SES
Michael Santos	Administrator, LNES
Joseph Yanek	Administrator, BES
Jennifer Allen	Parent LNES
Tracy Bayda	Parent NAMS
Susan Ellis	Parent BES
Wanda Harris	Parent SES
Keith Carrington	Parent NAHS
Wendy Juniper	Nazareth Community Library
Bruce Palmer	Northampton Community College
Katherine Heller	Community
James Uliana	Community
Nazareth Area School District Advisory Committee	

V. EDUCATIONAL PROGRAM AND STAFF DEVELOPMENT NEEDS

Curriculum Leaders in all subject areas and school levels solicited topics for inclusion on a Continuing Professional Education online survey. Suggested topics for staff development designed to meet district, school, and individual growth goals were submitted to the Continuing Professional Education Committee (CPEC). The survey of teachers was conducted during May 2002 to identify the teaching areas that were significant to the NASD professional staff. The general survey included a variety of topics solicited from curriculum leaders in all subjects and school levels and contained a space to allow for suggestions and open-ended responses. A summary of survey results is included: To augment survey results, topics needing attention were solicited from curriculum leaders and administrators from all school levels.

Topics that will be given attention in the Nazareth Area School District which are designed to assist with reaching **district goals** include:

- Brain Research- and Brain-Compatible Teaching
- Concept-based Social Studies
- Cardio-Pulmonary Resuscitation (CPR)
- Crisis Management
- Curriculum Development/Mapping/Curriculum Revision (per Curriculum Revision Cycle)
- Data-driven Decision Making
- Differentiated Instruction & Supervision
- English Language Learners
- Gifted Education
- Information Literacy
- Integration of Technology into Instruction
- Meeting the Needs of Struggling Learners/Inclusion/ESL
- Multi-Culturalism and Diversity
- Non-Violent Crisis Intervention
- Science Standards and Anchors
- Standards-based Curriculum, Instruction, Assessment, Grading and Reporting
- Research and Writing
- The Framework for Teaching
- Twenty-first Century Skills and Career Education

Topics that will be given attention in the Nazareth Area School District which are designed to assist with reaching **school-level goals** include:

- ELEMENTARY SCHOOL
- Character Education/Bullying
- Comprehension Skills Initiative (PA CSI)
- Constructivism
- Full Option Science System (FOSS)
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Literacy (Lingusitic, Numeric, and Technological)
- Mathematics Investigations
- Power Teaching in Math
- Response to Intervention (Rtl)

Science Standards and Anchors
Classroom Management
Technology

MIDDLE SCHOOL
Curriculum Integration
Accelerated Mathematics Curriculum
Power Teaching in Math
Reading Apprenticeship
School Improvement
SRA Corrective Reading
Thematic Units

HIGH SCHOOL
Concept-based Social Studies
Crisis Management
Differentiated Instruction
Diversity
Inclusion
Teaching in the Block
Mathematics Program Revisions
Science Curriculum Revision
Student Achievement (IEP Subgroup and Mathematics)

Topics that will be given attention in the Nazareth Area School District which are designed to assist with reaching **individual growth goals** are indicted on the Needs Assessment Summary.

VI. ACTION PLAN 2008- 2011

ACTION	FOR WHOM	BY WHOM	TIMELINE	STATUS
Enhancing Professional Practice: A Framework for Teaching	Professional Staff	Administration & Curriculum Leaders	2008-2011	On-going
Development, implementation, monitoring and revision of a standards-based written, taught, and tested curriculum and Report Cards.	Professional Staff	Administration & Curriculum Leaders	2008-2011	Implemented Grades K-6 SY 2008-09 On-going
Curriculum Design, Development, Mapping	Professional Staff	Administration & Curriculum Leaders	2008-2011	Maps completed & being updated
Integration of Technology into Instruction (per District Technology Plan)	Professional Staff	Director of Instructional Technology & Technology Support Staff	2008-2011	Personnel & structure in place and operating
Integrated Language Arts Balanced Literacy Program DIBELS, DRA, LETRS, PA CSI	Elementary Professional Staff	Elementary principals Reading Specialists LA curriculum Leaders & committees	2008-2011	Ongoing
Elementary Mathematics Program. Investigations © to augment the elementary mathematics program..	Elementary Professional Staff	Consultants Math Curriculum Leaders and Committees	2008-2011	Year 2 complete Investigations pilot in planning stage
Full Option Science System (FOSS)	Elementary Professional Staff	Consultants Curriculum Leaders and Committees	2008-2011	Overview 2007-2008 On-going
Classroom Instructional and Assessment "Best Practices", i.e. Interdisciplinary Units. Teaching in a Block, Brain Compatible Teaching, Higher Order Thinking, Reading and Writing Across the Curriculum, etc.	Professional Staff All levels	Consultants Administration Teacher Leaders	2008-2011	In-service Days On-going
Student Performance Data Collection, display, use	Professional Staff All levels	Consultants Administration Teacher Leaders	2008-2011	Initiated 06-07
Subject area/grade specific staff development as determined by needs assessment and curriculum review cycle, i.e Science, Social Studies, etc.	Various subject area or grade level staff	Consultants Other PDE Approved Providers	2008-2011	In place per Academy
Differentiated Instruction (DI)	Professional Staff	Consultants/ Administration Teacher Leaders	2008-2011	Initiated 05-6 On-going
Twenty-first Century Skills and Career Education	Professional Staff	PDE Approved Providers Administration Teacher Leaders	2008-2011	Initiated 07-8
Differentiated Supervision	Professional Staff	Building Administrators	2008-2011	Complete
English as Second Language (ESL)	Professional Staff	Director of Pupil Services	2008-2011	On-going
Gifted Education	Professional Staff	Director of Pupil Services	2008-2011	On-going
Multi-Culturalism and Diversity	Professional Staff	PDE Approved Providers Administration Teacher Leaders	2008-2011	Initiated 07-08
Special Education, i.e. Inclusion, electronic IEPs, Classroom Adaptations, etc.	Special Educ Staff Professional Staff	Director of Pupil Services	2008-2011	On-going
Library/Media Center Information Literacy, Circ Cal, Research Tools, Inventory	Librarians Professional Staff	Director of Instructional Technology Administration o	2008-2011	Initiated 07-8
Health & Safety CPR, AED, Crisis Management, Non-violent Crisis Intervention	Professional Staff	Director of Pupil Services	2008-2011	Annually during School Year Orientation In-service On-going
District Board Policies	Professional Staff	Administration	2008-2011	Annually during School Year Orientation In-service On-going
Professionalism Professional Code of Conduct, Danielson Framework for Teaching Domain 4	Professional Staff	Administration	2008-2011	On-going
Other professional development required to	Individual Staff	Consultants	2008-2011	On-going

achieve individual growth goals as determined by the Differentiated Supervision Program, as need is determined.		PDE/Approved Providers		
Other professional development required to achieve school-level goals , as need is determined.	School-level Professional Staff	Consultants PDE/Approved Providers	2008-2011	On-going
Other professional development required to achieve district vision, mission, and goals , as need is determined..	Professional Staff	Administration Consultants	2008-2011	On-going
Variety of educationally relevant topics	All staff	Online CPE	2008-2011	Initiated
Topics relevant for paraprofessionals	Paraprofessionals	ParaEducator.net, other online CPE and their	2008-2011	On-going

Paraprofessionals with responsibility for supporting instruction are included in pertinent CPE Activities.

VII. EVALUATION AND REVISION

This Continuing Professional Education Plan must be reviewed annually and revised as needed. The committee named above will meet during April of each school year to evaluate the goals, activities, delivery system and attainment of the competencies for each activity.

The five levels of evaluation of professional development will be used as recommended by the Department of Education and referenced to T. Guskey, Journal of Staff Development, Fall, 1998, 19(4), pp. 36-44.

1. Participant reaction
2. Participants' learning
3. Organization support and change
4. Participants' use of new knowledge and skills
5. Student outcomes.

The NASD Continuing Professional Education Evaluation Form and the Conference Report will be used to help determine the impact of the continuing professional education activities and to suggest follow-up opportunities. A web-based format for record keeping and reporting is being utilized to manage the professional development program and report Act 48 requirement compliance to the state. An electronic process for evaluation is being developed and will be piloted during the first year of this plan.

Amendments to the plan must be recommended by the professional education committee, approved by the board of directors, and submitted to the Department for approval. They are submitted to the Pennsylvania Department of Education, Bureau of Curriculum and Academic Services, 333 Market Street, Harrisburg, PA 17126-0333.

Continuing Professional Education Committee
Nazareth Area School District
One Education Plaza
Nazareth, PA 18064

Nazareth Area School District

Continuing Professional Education/Conference

Evaluation

(To be submitted within 5 days. Please feel free to use the back of this form)

Employee Name: _____
Current Position & School: _____
Name of Activity/Conference: _____
Date & Time of Activity/Conference: _____

Please rate the quality of this educational experience below, by placing a circle around the appropriate number.

	High			Low		Comments
Content-Clear Objectives	5	4	3	2	1	
Organization	5	4	3	2	1	
Speaker/Facilitator was Informative/Helpful	5	4	3	2	1	
Applicable to your teaching	5	4	3	2	1	
Need for more information	5	4	3	2	1	

Please summarize the main ideas, concepts, or strategies learned.

Please describe how the new learning will be applied in your daily practice.

Please indicate how the new learning will be shared with colleagues, i.e., faculty, team, department, committee meetings, academy, etc.

Copies: Superintendent
Assistant Superintendent, ed Programming
Building Principal

Nazareth Area School District
CONFERENCE REPORT
(To be submitted within 5 days of conference attendance)

Name of Conference

Date of Conference

Please summarize the main ideas, concepts or strategies learned.

Please describe how the new learning will be applied in your daily practice.

Please indicate how the new learning will be shared with colleagues, i.e., faculty, team, department, committee meetings, academy, etc.

Employee Name _____ Date _____

Copies Superintendent
Assistant Superintendent
Building Principal

Nazareth Area School District CURRICULUM CYCLE Instructional Materials

September 2007

YEAR 1 - (For the 2010-2011 Budget)

ELEMENTARY SCHOOLS
Integrated Language Arts

MIDDLE SCHOOL
English/Reading
World Language

HIGH SCHOOL
English/Reading
World Language

YEAR 2 - (For the 2011-2012 Budget)

ELEMENTARY SCHOOLS
Science
Technology

Ed
Health/Physical Education
Education

MIDDLE SCHOOL
Science
Technology
Business/Comp/Tech Ed

Health/Physical Education

HIGH SCHOOL
Science
Technology
Business/Comp/Tech

Health/Phys

YEAR 3 - (For the 2008-2009 Budget)

ELEMENTARY SCHOOLS
Social Studies
Art
Music

MIDDLE SCHOOL
Social Studies
Art
Music

HIGH SCHOOL
Social Studies
Art
Music

YEAR 4 - (For the 2009-2010 Budget)

ELEMENTARY SCHOOLS
Mathematics

MIDDLE SCHOOL
Mathematics
Family & Consumer
Science

HIGH SCHOOL
Mathematics
Family & Consumer
Science

Four Year Cycle Repeats

Continuing Professional Education Plan **Recommendations**

The following recommendations solicited from the Strategic Planning Professional Issues Committee after their review and analysis of the previous Professional Development Plan have been incorporated into the CPE Plan for 2008-2011.

- **Include a component on Professionalism**
Undergraduate programs in teacher preparation do not include instruction on professionalism. The advisory committee recommends including professional development activities related to professionalism in the continuing Professional Education Plan.
- **Include professional development on Learning Styles**
With all the research on learning styles, it is important for teachers to be knowledgeable about learning styles, in order to design and deliver instruction for all types of learners.
- **Provide ample and appropriate continuing professional education opportunities for all staff.**
The Advisory Committee recognizes the need for professional staff to improve their professional practice and stay current in their field. They acknowledge the benefits of including eleven pedagogic days in the school calendar and support the idea of allowing flextime for staff who attend CPE events by providers other than NASD on non-duty time, as long as the flextime is pre-approved by administration. The committee recommends working closely with the Continuing Professional Education Committee to make sure that relevant activities and events are available for all subject areas and school levels.
- **Provide additional continuing professional education for staff new to Nazareth Area School District.**
Many veteran staff members have retired during the term of the last CPE Plan. Approximately half of the professional staff has been with the district fewer than five years. It is critical that new staff get information and training on topics that were addressed prior to their arrival in the district.
- **Include a requirement of reflection, sharing, and application after staff development activities.**
The district should continue the practice of requiring a report from staff members who attend workshops and conferences. Staff members should be given opportunities at faculty, department, and committee meetings to share what they have learned. Teachers should also have the opportunity to demonstrate to supervisors how they are incorporating their new learning into classroom practice.
- **Continue to provide continuing Professional Education (CPE) in a variety of formats.**

Professional development has traditionally been considered to be conferences and workshops. While conferences and workshops have a proper place in a professional development plan, other vehicles for professional growth should be included: inquiry, action research, study groups, Teachers as Readers, independent study, peer observation and coaching, curriculum design & development, analysis and use of data, and improvement planning.

- **Encourage the professional staff to set and reach Individual Professional Growth Goals.**

Teachers should be doing continuous self-evaluation regarding their knowledge, skills, and teaching competency. Administration should encourage goal setting for enhancing classroom practice and support teachers as they take risks and implement new strategies in the classroom.

- **Consider soliciting feedback from students regarding teaching effectiveness.**

Common practice in the corporate sector is to seek information about customer/client satisfaction. The Professional Issues Committee recommends that this topic be considered for discussion by administration, teacher leaders, and the CPE Committee. Guidelines for feedback should be established, which emphasize that the feedback should focus on the learning, not the person.