



Woodland Hills School District

**PROFESSIONAL EDUCATION PLAN
2005-2008**

**2430 Greensburg Pike
Pittsburgh, PA 15221
Telephone (412) 731-1300
Fax (412) 731-2974**



Woodland Hills School District

ACT 48

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Introduction



INTRODUCTION

Act 48 Regulations

Act 48, the Continuing Professional Education law, was passed November 9, 1999 and signed into law by Governor Ridge shortly thereafter. It replaces Act 178, which was the initial continuing professional education legislation for certification maintenance in Pennsylvania. The passage of Act 48 marks a significant iteration of the original law. The mandate now affects all certificate holders regardless of when they received their licensure or what particular licensure they hold. While the state continues to recognize dual level certification, it no longer recognized that Level II is permanent. Henceforth, all professional educators in Pennsylvania will have to maintain a valid (appropriately converted license – Level I to Level II) and an active (current) certificate. Keeping current means to accumulate a prescribed number of hours or credits or professional development within a five-year period of time. Anyone with a certificate issued prior to July 1, 2000 will have 5 years from that date to accrue the credit of hours needed to maintain active certification. Anyone receiving certification on or after July 1, 2000 will have 5 years from the date of issuance of the certificate to accrue the appropriate number of credits.

Five (5) Year Cycle

In order to maintain active certification(s), every professional educator is required to satisfactorily complete a minimum amount of continuing education every five years. Minimum continuing education requirements are stated in credits or hourly equivalents. Over five years, the professional must satisfactorily complete the following requirements:

- Six credits of collegiate courses; or
- Six credits of continuing professional education courses; or
- 180 clock hours of continuing professional education programs, activities or learning experiences; or
- any combination of the three.

For the purpose of calculating hours and credits, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of “other programs, activities or learning experiences” of continuing professional education. These other educational programs, activities or learning experiences are to be defined in each School District’s continuing professional education plan.



Inactive Certification Status

Failure to timely comply with continuing education will result in the professional employee's certificate(s) being placed on inactive status. With the exception of substitute service, a teacher or other professional employee cannot perform any duties assigned to their area of certification while inactive status is in effect. A professional educator, who is not employed as a professional or a temporary professional employee, may apply to Pennsylvania Department of Education (PDE) for inactive certification status. Such voluntarily inactive status will suspend the requirements for continuing professional education. Voluntary inactive certification status will only be removed upon completion of 30 hours continuing education within the immediate preceding 12 months. Furthermore, the professional is required to make up the remaining number of hours of professional education courses as existed at the time inactive certification was granted.

Meeting the Needs of the Professional Staff

The ACT 48 Committee used the overall frameworks from the Woodland Hills Strategic Plan and the Woodland Hills Comprehensive Staff Development Framework and Plan as a basis for the development of the ACT 48 plan.

The Woodland Hills School District, in its strategic plan, has as its mission statement:

Woodland Hills School District makes students its first priority. The District provides each student with an excellent educational experience that is driven by the highest expectations and prepares students for meaningful participation in all facets of society.

Staff Development Framework

The staff development framework created an infrastructure within the organization for the assessment of needs, the coordination of staff development and programs and the evaluation of these activities. The framework requires the staff to be involved in a collaborative process for on-going professional development in a collegial environment. The latest research on the effectiveness of the staff development program identified the following characteristics (Standards for Staff Development, National Staff Development Council, 2001).



NSDC Standards for Staff Development (Revised, 2001)

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)
- Uses 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 their 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 use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)



Mission for Woodland Hills School District's Staff Development:

Staff Development is a continual process to promote life-long learning and excellence for all.

Guiding Beliefs:

We believe that staff development:

- Has as its ultimate goal that every student can learn with effort and quality instruction
- Is an essential component for school improvement
- Is an ongoing process with input and follow-up
- Responds to specific concerns
- Employs the expertise of both district personnel and nationally recognized consultants, and
- Opens communication across all levels to promote school improvement.

Building Level: Building Staff Development Teams

Each of the nine buildings has a team.

Tasks and Functions

- Supervise/support new teachers within the building
- Identify priority building problems/needs and improvement objectives based on staff input and student data
- Involve and inform stakeholders of staff development activities
- Evaluate staff development activities
- Plan/manage staff development activities which address problems and met needs
- Identify resources to resolve problems/needs
- Plan building in-service days
- Develop awareness of the importance of staff development
- Plan the year's calendar in advance

Composition

The elected members will serve a two-year term:

- A teacher elected from each grade level (elementary) or department (secondary)
- Principal
- Representative from special education
- Representative from special areas
- Clinical Supervisor
- Guidance Counselor

Standards for Effective Staff Development



The following standards are a tool to be used by the District Staff Development Council and the Building Staff Development Teams to guide them in their analysis and strengthening of current staff development efforts. These standards represent the qualities necessary to maintain highly effective staff development.

- Effective staff development is aligned with the Strategic Plan, which includes the Mission and Goals of the School District as appropriate for a diverse student body.
- Effective staff development is research based.
- Effective staff development reflects sound instructional practices.
- Effective staff development bases priorities on a careful analysis of student data.
- Effective staff development uses a variety of approaches.
- Effective staff development enables staff to function more effectively and results in improved skills, knowledge and/or attitudes, as well as helping teachers become more accountable for student success.



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I. Professional Education Committee



I. Professional Education Committee

Selection of Committee Members

The Professional Education Committee is coordinated by the District's Assistant Superintendent. The committee was comprised of teacher representatives and administrative representatives selected by their constituent groups. Included within the group were parents of children, local business representatives and other individuals appointed by the school.

Defining Our Community

The Woodland Hills professional Education Committee includes educators and community members who bring expertise in the area of teacher training. Woodland Hills is fortunate to have a large and diverse community upon which to draw for educational planning. By understanding the students, school and community, and having special knowledge of its business and industrial sector, the school can better meet community needs and utilize available resources in the delivery of its professional education programs.

The Professional Education Committee coordinates with existing staff Development Councils and oversees the Professional Education Plan.



Woodland Hills Professional Education Committee

Committee Chairperson
Mr. James Palmiero
Assistant Superintendent

NAME

ROLE

Ms. Barbara Amick	Teacher
Ms. Karen Bloch	Principal
Ms. Linda Cole	Board Member
Mr. Jason Coleman	Teacher
Ms. Darlene Coleman	Community Representative
Ms. Denise Edwards	Teacher
Ms. Deborah Fischer	Teacher
Ms. Robin Frederick	Teacher
Ms. Katie Friend	Teacher
Ms. Patricia Kennedy	Teacher
Ms. Allison Kline	Teacher
Ms. Maureen Kummer	Teacher
Ms. Cheryl Larry	Teacher
Ms. Virginia Laverty	Administrator
Ms. Linda Marcolini	Principal
Ms. Marilyn Messina	Board Member
Mr. Ray Milligan	Teacher
Ms. Sharon Pedrotti	Teacher
Mr. Robert Ploskunak	Teacher
Ms. Phyliss Rinsma	Parent Representative
Mr. Robert Scherrer	Administrator
Ms. Michelle Spurduto	Teacher
Ms. Donna Wagner	Nurse
Ms. Barb Weiser	Teacher
Dr. Roslynn Wilson	Administrator



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II. Needs Assessment



II. Needs Assessment

The Woodland Hills School District has assessed the educational and staff development needs of the school entity, its professional educators, students and the community. The assessment was conducted through:

School personnel will use the data gathered to define a building Improvement plan for Getting Results for reaching the benchmarks of standards-based schools. This plan will address ACT 48 requirements and focus district efforts in support of teaching and learning.

Additional resources used in the Needs Assessment include:

- The Woodland Hills Strategic Plan
- The Comprehensive Staff Development Framework and Plan
- Technology Plan
- Pennsylvania Standards
- PA Assessment Anchors
- 4 sigh Benchmark Assessments
- Principles of Learning from the Learning Research and Development Center's Institute of Learning, University of Pittsburgh
- Recommendations from District Curriculum and Staff Development Evaluations
- Curriculum Cycles (K – 12)
- Induction Plan
- PSSA Test Results
- Terra Nova
- Title I Information
- Woodland Hills School District Curricula (K – 12) in all subject areas



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**III. Professional Education Philosophy,
Goals and Options**



III. Professional Education Philosophy, Goals and Options

Professional Education Philosophy

The purpose of the Woodland Hills ACT 48 Plan is to foster a community of learners through an effective ongoing process of staff development.

We believe:

- Our primary focus is teaching and learning.
- Uniting the professional staff and community fosters a rich learning environment.
- Professional development fosters increased student achievement.
- A rigorous thinking curriculum, expert instruction and varied assessments must be aligned with standards and current research.
- Teaching practices must be adapted to meet the needs of all students.
- Technology will enhance teaching and learning.



Goals

(cross reference to Section VI – Action Plans)

CURRICULUM

To provide ongoing opportunities for staff development in the review, development and refinement of curriculum that produces and encourages students to become independent learners who are critical thinkers, decision makers, problem solvers and life-long learners who respect and appreciate cultural diversity.

INSTRUCTION

To provide ongoing opportunities for staff development to enhance the implementation of the written curriculum, government mandates, health and safety related issues for the success of all students and/or staff members.

ASSESSMENT

To provide on ongoing opportunities for staff development to use multiple assessment strategies that will monitor student progress, assist with instructional decision-making and provide information for program evaluation.

TECHNOLOGY

To provide ongoing opportunities for staff development in the effective utilization of current technology as it relates to software application, management of technology, as well as integrating technology into the curriculum.

COMMUNITY

To provide opportunities for staff to create and enhance a united Woodland Hills community by engaging parents and community organizations in a variety of educational experiences and activities.



Professional Education Options

Delivery System:

The professional education committee has approved the following list of professional education options that may be used to fulfill the 180-hour requirement with prior approval from the appropriate supervisor/administrator. If the Woodland Hills School District is assuming any costs for the registration, credits, expenses, or providing release time, the district may approve or disapprove the activity and/or payment based upon the terms of the Woodland Hills School District's Teachers' Collective Bargaining Agreement.

- Collegiate studies (e.g. course work accrued during enrollment in a college/university program of studies)
- Continuing professional education courses taken for credit (e.g. enrollment in a college/university level course which is not a part of a program of studies)
- Approved continuing education units sponsored by the Department of Education, Intermediate Unit, and Pennsylvania School Entities
- Curriculum development and other programs designed and delivered at the school entity or grade level as determined by the school entity including, but not limited to curriculum binders
- Participation in professional conference and workshops
- Review, redesign, and restructuring of school programs, organizations and functions as determined by the school entity (e.g. school improvement plans and district improvement plans)
- In-service programs that comply with the professional education criteria presented in the **Professional Education Plan Guidelines**
- Early childhood and child development activities for professional educators whose area of assignment includes Kindergarten through third grade
- Special education activities for professional educators whose area of assignment includes students with special needs
- Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education, Intermediate Units, and Pennsylvania School Entities
- Preparation of continuing professional education courses and in-service or workshop sessions for school districts, the Department of Education, professional conferences, or intermediate units
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan
- All activities related to appropriate current educational issues
- Committees work and activities which occur on a regular basis throughout the school year including (e.g. textbook selection committee, assessment committee, technology committee)
- Induction professional development activities occurring during a district or Intermediate Unit's defined induction program
- Professional enhancement as approved by the district
- Mentoring inductees, commensurate to the number of hours of training as a mentor
- Mentoring student teachers, commensurate to the number of hours conferencing with the designated college/university supervisor



- Observations and visitations (e.g. school entity-sponsored visitations for the purpose of improving instruction and student achievement including, but 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)
- Education in the workplace, where the work is related to the professional educator's area of assignment
- Participation in in-service courses/workshops relation to English-as-a-Second-Language (ESL) services that are approved by the Pennsylvania Department of Education
- Participation in parent involvement planning and design programs (e.g. specialized training programs involving parents or the promotion of parental involvement in their child's educational process)
- Distance-learning professional development
- Presentations by staff of the school entity
- State sponsored professional education courses, programs, activities, or learning experiences
- Cardiopulmonary resuscitation training (CPR) class on school premises every three years
- First Aid training on school premises every three years
- Pre-approved action research projects
- Learning communities including, but not limited to collaborative analysis of student work, examining student data and study group
- Classroom walk-through/learning walk
- Observation of model lessons

The following activities are **NOT** eligible for ACT 48 hours or credit:

- Unassigned or unsupervised time for study, reading, or other activities outside the scope of the learning experience
- Meeting time devoted to announcements, welcoming speeches, organizational reports
- Time allocated for social activities, refreshment breaks, lunches or dinners
- If the activity is part of your job, then it is considered production and should not be counted toward ACT 48 credit (e.g., most faculty meetings, department meetings, and team meetings are considered production)



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IV. Providers



IV. Providers

The following list includes, but is not limited to approved providers for the District. These providers meet the identified needs as stated in the plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by local school entities
- Pennsylvania Intermediate Units
- Pennsylvania School Entities (charter schools, private schools)
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Providers approved by Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges such as California University of Pennsylvania, the University of Pittsburgh, Duquesne University, Carnegie Mellon, Waynesburg College, and Washington and Jefferson College
- Agencies that have formed school/business partnerships with the District such as Vision, Junior Achievement, the local bar association, the local newspaper, the Chamber of Commerce, Math/Science Collaborative, Asset, Focus and other agencies as appropriate.
- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to online training and courses, national consultants and experts in the following areas which have been identified as needs in the plan.
- Any and all providers as approved by the Board of School Directors
- State and National Professional Organizations (e.g., ASCD, PAIU, NASSP, NCTE, NCTM, PAESSP, NAESP, PASA, PASCD, PSBA, PSDC, ESL, Council for Exceptional Children)



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Provider List



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Act 48 Provider List

Access PA Workshops
ACLU
ACT/SAT
All University Education Courses
Allegheny County Counselors Programs
Allegheny County Health Department
Allegheny Intermediate Units
American Red Cross
American School Counselor Association
American College Testing Service
Arts Collaborative – Music/Art Theater
Asset – Science
Beaver County Community College
Big East – SAP Workshops
Carlow College
Carnegie Mellon University
Carnegie Science Center – Math/Science Workshops
CCC Computer Training
Council for Exceptional Children (all subdivisions – CEC)
Chatham College – Workshops & Classes
College Board Workshops
Community College of Allegheny County
COMP USA Computer Training
CYFS
Delta Kappa Gamma
Duquesne University
ESL
Fastrunners – Computers
Gannon University – Performance Learning Systems
Gateway Rehabilitation Center
Institute for Learning – University of Pittsburgh
Learning Research & Development – University of Pittsburgh
Lee Cantor and Associates
Library & Information Science – University of Pittsburgh
Link to Learn Classes
McKeever Environmental Learning Center
Mon Valley Education Consortium
National Association of Pupil Services Administrators (NAPSA)
National Athletic Training Association
National Center for Education & the Economy



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Act 48 Provider List

National Collegiate Athletic Association
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Education Association
National School Teachers Association (NSTA)
National Staff Development Council
Neighborhood Center Association
PA Association for Gifted Education (PAGE)
PA Association of Student Assistance Professionals (PASAP)
PA Council of Teachers of Foreign Languages (PCTF)
PA Council of Teachers of Mathematics
PA Department of Education
PA School Counselor Association
PA School Library Association
PA School Teachers Association (PSTA)
PA State Education Association (PSEA)
Penn State University
PHEAA
Pittsburgh Action Against Rape
Pittsburgh Mediation Center
Professional Education Programs
School/Public Library
St. Francis Prevention Program
Sylvan Learning Center
Teacher Web Page Design and Training Committee
Three Rivers Reading Council
Three Rivers Technical Conference
Three Rivers Youth
Turtle Creek MH/MR
Urban League
University of Pittsburgh
Western PA School Library Association
Whales Tales
WHEA Art Teachers
Woodland Hills School District – Computer Training
Woodland Hills School District - In-services



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V. Action Plans



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: CURRICULUM

GOAL STATEMENT: The Woodland Hills School District will create a learning environment by providing a curriculum that risk-taker encourages students to become independent learners who are critical thinkers, decision makers, problem solvers, and life-long learners who respect and appreciate cultural diversity.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Address the literacy needs of all learners. 2. Coordinate and focus staff development activities in the areas of assessment, differentiated instruction, use of technology and findings from evidenced-based research. 3. Improve dialogue/communication on curricular issues among teachers, students, staff, administrators and community. 4. Recognize the critical importance of the primary grades preparation on future student performance. 5. Assess the conditions necessary to increase student performance and devoting appropriate resources to achieving them. 6. Increase student performance at grade levels K-12. 7. Establish and fund a coordinated strategy to infuse multiculturalism into the K-12 curriculum. 8. Expand student exposure to the diversity of cultures and language in the United States and foreign countries. 9. Continue to develop and fund technology strategies that support the curricular goals. 	Ongoing 2005 – 2008	<ul style="list-style-type: none"> • Appropriate administrators and/or professional staff members, and district approved outside providers. • Curriculum specialists • Assessment consultants • Teachers/administrators • AIU • Curriculum coordinators • PA Department of Education • Grade level leaders/teachers • Literacy coaches • Approved outside-of-district consultants 	<ul style="list-style-type: none"> • School Profile Report • PA State Standards • Curriculum • Textbooks • Supplemental Curricular Materials • Curriculum Revision Cycles • National Standards in the specific curricular areas • PA Department of Education (PDE) • Professional Conferences/Workshops • Professional Study Groups • College/University Partnerships • Qualified in-house staff and/or approved outside presenters or workshops • Walk Throughs/Learning Walks 	<ul style="list-style-type: none"> • Planned course outline • District Policy & Procedural Manual • Evidence of implementation of strategies and skills at the classroom level • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credits • Written training plan • Walk Through Documentation • Lesson/Unit Plans



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: INSTRUCTION

GOAL STATEMENT: Implement the written curriculum; government mandates; health and safety related issues using instructional practices for the success of all students and/or staff members.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
1. Implement active instructional strategies to facilitate learning for students/staff with diverse backgrounds, learning needs and styles. 2. Provide instruction in new strategies, programs, methods and techniques. 3. Provide training in <u>specific</u> areas of instruction. 4. Extend knowledge and skills in practices and strategies that create an inclusive learning environment. 5. Extend the development and implementation of interdisciplinary units and teaching. 6. Implement programs with improve school safety for increased student attainment. 7. Recognize and address at-risk behaviors of students to provide better servicing. 8. Address and determine appropriate action regarding changing issues and trends in public education. 9. Provide training and development opportunities for new and student teachers. 10. Maintaining a professional portfolio (i.e. curriculum binder) 11. Availability of CPR training to all staff a minimum of once every three years. 12. Implement the Middle States Action Plans at WHSD High School.	Ongoing 2005 – 2008	<ul style="list-style-type: none"> • Appropriate administrators and/or professional staff members • Curriculum specialists • Assessment consultants • Teachers/ Administrators • AIU • Curriculum coordinators • PDE • Department Chairs • Grade level leaders/teachers • District Building Staff Development Teams • District Core Teams • District Guidance Counselors & School Psychologists 	<ul style="list-style-type: none"> • Walk Throughs / Learning Walks • School Profile documentation • In-services and seminars/workshops to update teaching methods • Local NAACP • Administration and faculty • Local Agencies • Heartwood Institute • Caring Habits (HABIT-TAT for Youth & Education) • Grant Foundations and other outside funding sources • PA Department of Education (PDE) • Department Coordinators 	<ul style="list-style-type: none"> • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credits • Written training plan



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: ASSESSMENT

GOAL STATEMENT: The Woodland Hills School District will develop and implement an assessment plan using multiple assessment strategies that will monitor student progress, assist with instructional decision-making, and provide information for program evaluation.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Design a system to align the curriculum instruction with the assessment. 2. Design, develop and use alternative assessment and strategies. 3. Interpret data and use assessment data to form/drive instruction. 4. Monitor student progress and attainment of transition outcomes. 5. Differentiate instruction of All Learners! 6. Investigate the process for designing and using rubrics as a form of assessing performance and relate to Good Work Charts (GWCs) and criteria charts. 7. Develop further understanding of the contents of currently used standardized tests district-wide. 8. Create a common vocabulary of assessment terms and examples for consistent teacher use. 9. Create common assessments as a way of standardizing student assessment. 	<p>Ongoing 2005 – 2008</p>	<ul style="list-style-type: none"> • Curriculum specialists • Assessment consultants • Teachers/administrators • AIU • Curriculum coordinators • PDE • Grade level leaders/teachers 	<ul style="list-style-type: none"> • School Profile Report • Learning Research & Development Center (LRDC) and the National Center on Education and the Economy (NCEE) • New Standards Performance Standards • PA State Standards • Curriculum • Textbooks • Supplemental Curricular Materials • Revision Cycles • National Standards in the specific curricular areas • PA Department of Education (PDE) • Professional Conferences/Workshops • Professional Study Groups/Teams • College/University Partnerships • Department Coordinator 	<ul style="list-style-type: none"> • Learning experience evaluation form(s) • ACT 48 validation form(s) • ACT 48 evaluation form(s) • Records of participation • Documentation of hours/credit • Written training plan



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: COMMUNITY

GOAL STATEMENT: To create and enhance a united Woodland Hills community.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
<ol style="list-style-type: none"> 1. Use the key communicators & public relations department to make community aware of positive events of the school district. 2. Establish and maintain an involved and informed community. 3. Identify and utilize resources. 4. Establish and continue dialogue with local, state and national representatives to keep abreast of educational issues and legislation. 5. Promote positive perceptions of the school district in each school building through: <ol style="list-style-type: none"> a. Public Relations b. Community People c. Students d. Staff etc. 6. Educate elected officials and community to the exceptional qualities of the Woodland Hills School District. 7. Increase volunteerism in the schools. 8. Illicit legislative support for the Woodland Hills School District. 	<p>Ongoing 2005 – 2008</p>	<ul style="list-style-type: none"> • Public Relations • Audio and Visual Director • Key Communicators • News media • School Administrators • Parent and Teacher Groups • District Staff • School Board Members • Students • Real Estate Agents 	<ul style="list-style-type: none"> • Cable broadcasts for district-wide events. • Churches • District Public Relations Department • Parents and community people • Senior Citizens Community Centers • District Publications • Commercial Community 	<p>Determine if WHSD is providing clear communication to the community and obtaining their involvement through the following methods:</p> <ul style="list-style-type: none"> • ACT 48 validation • ACT 48 review • Competency attainment forms • Records of participation • ACT 48 documentation of hours/credits.



PROFESSIONAL EDUCATION ACTION PLAN

GOAL FOCUS: TECHNOLOGY

GOAL STATEMENT: Integrate technology in the curriculum and for administrative purposes.

Action Steps	Projected Timeline	Person(s) Responsible	Resources	Evaluation Criteria
1. Assess staff knowledge and provide necessary training. 2. Establish technology curriculum for K-12. 3. Requires staff members to utilize technology for administrative purposes; (i.e. Web sites, e-mail lesson plan, use of the WHSD network.) 4. Incorporate technology proficiency into classroom instruction, (i.e., utilize presentational software, on-line resources and projection equipment to support teaching.)	Ongoing 2005-2006 and ongoing 2007-2008 2005-2006 and ongoing	<ul style="list-style-type: none"> WHSD Technology Staff, Administrators and Teachers Technology Committee(s) 	<ul style="list-style-type: none"> WHSD Technology Department, administrators, and teachers providing ongoing and up-to-date in-service information and technology instruction. Community Resources Professional Organizations, i.e., conferences, workshops, assistance, etc. Business and Industry Local, state and federal training or in-service programs District collaboratives with other districts in training initiatives. 	<ul style="list-style-type: none"> Learning experience evaluation form(s) ACT 48 pre-approval form(s) ACT 48 evaluation form(s) Records of participation Documentation of hours/credits Written training plan Classroom observations Development of the technology curriculum Technology Needs Assessment Data



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VI. Review Process



Review Process

The responsibilities of the Professional Education Committee are not over once the plan is approved. The Professional Education Committee is a regular, standing committee that meets to monitor and adjust the Professional Education Plan on a yearly basis.

Continued tasks of the Committee include, but are not limited to the following:

- Educating staff and community about the plan
- Monitoring, evaluation, and adjusting the plan
- Data analysis and collection of evaluation data
- Continued professional education planning
- Participating in the selection of educational programming
- Monitoring and adjusting options and providers
- Researching and recommending consultants and materials

Amendment Process

It is the responsibility of the Woodland Hills Professional Education Committee to ensure that the goals of the Professional Education Plan are achieved. The plan is designed to meet the educational needs of the school's community and its professional employees. The Committee reviews the plan annually to determine whether or not it continues to reflect those needs.

At the beginning of each school year, recommendations for amendments from the full Professional Education Committee will be incorporated into the Professional Education Plan. The revised plan will be presented to the School Board for annual approval and signatures and then submitted to the Department of Education.

The ACT 48 Workshop Evaluation Form (see Appendix) will be used to help determine the impact of continuing professional development activities and to suggest follow-up opportunities. Forms will be reviewed and utilized during the first and second year of the plan.



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VII. Evaluation



VII. Evaluation

Meeting the Professional Education Criteria

We believe that the content and design of our ACT 48 Professional Education Plan should be determined by the organizational needs of the Woodland Hills School District, as well as the changing Pennsylvania State and Federal policies and initiatives. The professional educational plan meets the professional criteria and strikes a balance between content, pedagogy and other skills needed and includes evidence that meet the following professional education criteria:

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

Evidence that professional criteria are matched to activities will be monitored through the use of the **Professional Education Criteria Form** (Appendix). This is also evidenced by the School District's focus on extensive professional development to apply new skills and knowledge for teachers in the classroom so all children can achieve success.



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VIII. Signature Page



**Woodland Hills
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PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School Entity: WOODLAND HILLS SCHOOL DISTRICT

Address: 2430 Greensburg Pike

Pittsburgh, PA Zip Code 15221

Chief School Administrator: Roslynne Wilson, Ed.D.

Contact Person: (typed/printed) James Palmiero

Telephone: (412)-731-1300 x 0198

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 Education Committee and approved by the school board.

Signature, Board Secretary
Richard A. Day, Business Manager

Date

Signature, Board President
Cynthia Lowery

Date

Signature, Chief School Administrator
Roslynne Wilson, Ed.D., Superintendent

Date

Signature, Professional Education Committee
James Palmiero, Assistant Superintendent

Date

Signature, Woodland Hills Education Association
Barbara Wieser, President

Date



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Appendices



**Woodland Hills
School District**

CONTINUING PROFESSIONAL EDUCATION (ACT 48)

**PRE-APPROVAL OF A
PROFESSIONAL EDUCATION LEARNING ACTIVITY / EXPERIENCE
PART I**

Attention Applicant:

If approved, copy and forward to CPE in the Personnel Office. If not approved, immediately contact your building CPE committee member.

Name(s):
Activity Name:
Date(s) / Time:
Sponsor of Activity:
Relation to Professional certificate or assignment:
Relation to WHSD Goal(s) as listed in the Act 48 CPE Plan:
Description of Activity (attach additional information):

CPE Hours to be earned: _____

Signed: _____ **Date:** _____

Approval: _____ **Date:** _____

ACT 48 CONTINUING PROFESSIONAL EDUCATION PLAN



ACT 48 PRE-APPROVAL FORM

Employee's Name _____ Date _____

Address _____

_____ Phone _____

Current Assignment _____

COLLEGE / UNIVERSITY CREDIT

College or University Attending _____

Institute Address _____

Course Number _____ Course Title _____

Course Dates _____ Credits to be awarded _____

CONTINUING EDUCATION CREDIT COURSE

Course Number _____ Course Title _____

Course Dates _____ Course Location _____

Credit(s) to be awarded _____

ACTIVITY

Date of Activity _____ Description of Activity _____

Approval: _____ YES _____ NO

Hours to be awarded _____

Principal _____ Date _____

(signature)

Assistant Superintendent _____ Date _____

(signature)



***Woodland Hills
School District***

CERTIFICATE OF COMPLETION

This certificate is awarded to

Name of Recipient

Address

Social Security #

For attending a Professional Development Workshop entitled:

Title

Act 48 Credit =

Your hours will be reported to the Department of Education.
Please maintain this record for your files as documentation of your participation in this workshop.

Assistant Superintendent

Date



Continuing Professional Education Learning Experience Evaluation Form

Title of Activity

Dates

Instructor(s)

QUESTIONS

Please take a few moments to respond to the following questions.

1. How did this activity contribute to your professional growth?

2. How will your engagement in this activity impact your professional work?

3. What will you share with your colleges as a result of this activity?

4. What areas of professional education do you foresee as a future need?

Additional Comments:



***Woodland Hills
School District***

CONTINUING PROFESSIONAL EDUCATION

TITLE: _____

INSTRUCTOR: _____

DATE: _____

SIGN-IN



**Woodland Hills
School District**

CONTINUING PROFESSIONAL EDUCATION

Program Title: _____

ACT 48

Date: _____ Hours/Credits: _____

Location: _____

Instructor: _____

SIGN-IN SHEET

Name	SS #	Home Address



***Woodland Hills
School District***

CONTINUING PROFESSIONAL EDUCATION

Presented to

Name of Recipient

In recognition of your participation in the following Professional Development Workshop sponsored by Woodland Hills School District.

Title:

Date:

*Hours of
Participation:*

Assistant Superintendent

Date



Date: _____

Your Name: _____

Address: _____

Soc. Security #: _____

Present Certificate: _____

Dear Participant:

This is to certify that you attended the following Professional Development Workshop on

_____.

Title: _____

Act 48 Credit: _____

We will report your hours to the Department of Education. Please maintain this record for your files as documentation of your participation in this workshop.

Sincerely,

Assistant Superintendent



Professional Education Criteria Form

Please place a check mark in the box beside each item to show the source of the data that supports each criterion.

Professional Education Criteria	CPELE FORM*	COURS E DESC	INSTR RESUM	OTHER
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 for 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.				

Describe evidence checked in "other" category.