

Montgomery County IU 23

Intermediate Unit Plan

07/01/2015 - 06/30/2018

Intermediate Unit Profile

Demographics

1605 W Main St
Norristown, PA 19403
(610)539-8550
Executive Director: Bradley Landis

Planning Process

The MCIU Comprehensive Planning Committee was assembled and met on **November 13, 2013** from 4:00 to 6:00 PM. IU Must-Dos within the Comprehensive Planning process were shared with the committee and initial information gathering was conducted. The agenda included:

1. Purpose of Committee/ LEA Requirements
2. Preview of the web-based and offline planning tools provided by (PDE) – IU Must Dos
3. Scope of Comprehensive Planning Work
4. Next Steps for Sub-Committees: Technology, Professional Education and Induction, Organizational Planning by Cabinet
5. Initial information gathering by breakout groups.

What does the IU do well and should celebrate?

Sample responses include:

- Customer Relationships, Partnerships/Cooperative solutions, Bringing people together
- Dedication/Caring, highly qualified and specialized staff
- Diversified and innovative services/products, expanding programs
- Building Capacity, New 21st century facility

What's not working and should be addressed:

Sample responses include:

- Improved communications, marketing, rebranding

- Coordination of Services and collaboration across divisions
- Classroom/instructional staff need PD on new initiatives
- Funding, pricing, creative contracting

What additional information would you like to have?

Sample responses include:

- IU In-take/Induction plan (detailed handbook)
- Uniform training for organizational information (on-line)
- Look into "real-costs" Grants? Additional funding
- Perceptual data – service satisfaction

The Committee met again on **February 13, 2014** from 4:00 to 6:00 PM.

- Welcome/Review of Nov. 13, 2013 Minutes
- Discussion- Current and Future Technology Services
- Update on Professional Education Planning
- Update on Organizational Planning with Dr. Susan Leddick

Thoughts and feedback on topics and discussion included:

- Great conversations on IU culture – definitely need improvement
- Good overview of some of the opportunities for improvement.
- Need for more communication among constituencies, including input from our "outside" corporate partners

Additional information requested regarding:

- Internal/external paperwork reduction ie: (electronic signatures)
- Electronic bulletin board for connection to all staff members (Secure site)
- What services does the IU provide and where are some opportunities to expand those services to new customers?

The **May 14, 2014** meeting for the Comprehensive Planning Committee was changed to September 10, 2014 due to a conflict with contract negotiations. Sub-committee work continued internally and progress reports were planned for September. The Committee awaited a Communications Audit Report from ESD 112, released in June, which would provide MCIU with important information regarding our internal and external stakeholder perceptions of the quality of our products and services. The Planning Committee utilized this data to prioritize goals and actions steps in the comprehensive plan.

The Technology, Professional Education and Induction, and Organizational Planning sub-committees met and continued their work during the Summer of 2014.

On **September 10, 2014**, MCIU convened the full Comprehensive Planning Committee at 4:00 pm to review the completed plan and obtain consensus for submission. A presentation was made including:

- Summary of Revised Chapter 4 Planning Requirements – March 1, 2014
- Chapter 4 Planning Requirements for Intermediate Units
- Intermediate Unit Profile
- Core Foundations
- Needs Assessment
- Intermediate Unit Plan

Committee members reviewed the Plan Output Report. Feedback was requested. Consensus was to approve and submit the plan as presented.

Mission Statement

The Montgomery County Intermediate Unit, a regional educational service agency, provides dynamic, visionary leadership and effective, efficient services for constituent school districts, schools and students. The MCIU offers more than 200 instructional and administrative programs and services to Montgomery County's 22 public school districts, the four career-technical schools and more than 150 nonpublic schools in Montgomery County.

Vision Statement

The Montgomery County Intermediate Unit is the first choice of school districts and schools when seeking educational resources and services. Its services are valued, cost effective, results-oriented and delivered by staff who are leaders in their respective fields. The MCIU is the regional hub for the facilitation and provision of collaborative, stimulating, and learner-centered partnerships and services.

Shared Values

- Integrity
- Excellence
- Accountability
- Dedication
- Respect

Educational Community

Montgomery County, Pennsylvania is one of the most diverse, historic, beautiful and economically-vibrant counties in America. It is a diverse and historic community located directly northwest of the city of Philadelphia. The county landscape ranges from wooded hills and rolling farmlands in the west to mature suburbs next to Philadelphia, from old towns and river boroughs on county rail lines to modern office parks and business centers along county highways.

Montgomery County is the third largest county in Pennsylvania, made up of 62 townships and boroughs, the second wealthiest county in the Commonwealth and the 51st wealthiest in the United States. With just under 800,000 people living in its 487 square miles, Montgomery County is home to scores of major employers in pharmaceuticals, banking, manufacturing, healthcare and education.

Residents experience quality schools and hospitals, extensive natural and historical parks including Valley Forge National Park, numerous public libraries, four large malls, over one-hundred shopping centers, a wide selection of senior citizen housing, and many well-known colleges and universities.

Montgomery County government provides a wide range of services serving social needs, business development, employee training, recreational opportunities, public safety, court services and roads and bridges. The county government also provides many other services to its residents, and the county, itself, is home to a wide range of recreational, cultural and artistic outlets. It is served by an excellent public transportation system and its proximity to Philadelphia adds a great deal more to the quality of life in Montgomery County.

The MCIU is funded through various sources including state and federal revenue, district member services contributions, and fees for service. Approximately 31 percent of the budget comes from state funds, 38 percent from federal funds, and 31 percent from district local membership and fee-based services. MCIU's General Administration, Curriculum, Legislative, and Technology budgets are approved

anally by each local school board. The Nonpublic Schools and PaTTAN budgets are almost entirely funded through various state, federal, and other grant sources.

Our Clients and Service Areas:

Twenty-two Montgomery County public school districts

- 155 public schools
- 108,299 public school students, K-12
- 7,674 public school teachers
- 9,325 professional staff
- 198 school board directors

Nonpublic schools

- 144 eligible Act 89 nonpublic schools throughout Montgomery County
- 27,322 nonpublic school students, K -12

Four career-technical schools

- Central Monto Technical High School
- Eastern Center for Arts and Technology
- North Montco Technical Career Center
- Western Montgomery Career and Technology Center

Planning Committee

Name	Role
Mark Brooks	Administrator
Diane Cavello	Business Representative
Mary Rita Cleary	Student Services Director/Specialist
Mary Davidheiser	Administrator
Maria DeLuca	Special Education Director/Specialist
Donna Gaffney	Parent

Patrick Gaffney	Student
Jack Hurd	Administrator
Bradley Landis	Administrator
Millie Lavelle-Lore	Middle School Teacher - Regular Education
Marc Lieberson	Community Representative
Jacki Lyster	High School Teacher - Special Education
Dorie Martin	High School Teacher - Regular Education
Elizabeth McCaughey	Elementary School Teacher - Special Education
Sean McCaughey	Student
Sarah Misner	Student Curriculum Director/Specialist
Jane Mohler	Ed Specialist - School Counselor
Holley Moyer	Intermediate Unit Staff Member
Caitlin Navarro	Administrator
Missy Newpher	Special Education Director/Specialist
Lou Polaneczky	Community Representative
Pam Preston	Elementary School Teacher - Special Education
JR Renna	Ed Specialist - Instructional Technology
Lois Robinson	Special Education Director/Specialist
Mike Rodden	Business Representative
Stephanie Schwab	Middle School Teacher - Special Education
Janet Sloand	Special Education Director/Specialist
Tina Viletto	Administrator
Ken Voss	Student Services Director/Specialist
Sheldon Wedemeyer	Instructional Technology Director/Specialist
Lois Winton	Parent

Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

MCIU ensures the accomplishment of utilizing materials and resources that assist educators in delivering standards-aligned instruction through a systemic approach that addresses all levels: Elementary Education-Primary Level (EEP), Elementary Education-Intermediate Level (EEI), Middle Level Education (ML), and High School Level Education (HS) in a consistent way.

Survey/Needs Assessments

Organization-wide, surveys/needs assessments provide all stakeholders an opportunity to share where they are in their understanding of assessment and PA Core Standards and be used to inform and create related professional development services that assist educators in delivering standards-aligned instruction. This information also provides detailed information as to what resources and materials are being utilized in the classroom to support the learning including model curricula, learning progressions, units, lesson plans, and content resources aligned to the PA Core standards. By identifying the types of materials and resources currently being utilized in the classroom we can also identify in which ways the materials are being used and for what population of students. Additionally, this information will inform us if the teacher has experienced success with these materials and resources and if so- how so. (Evidence of Learning).

Special Education 2014/2015 Literacy PD Plan

- May 2014 - ELA Needs Assessment
- August 20, 2014 – Purpose of Assessment/DOK/PA Core
- August 21, 2014 – LETRS Module 1

- September-June: on-site support
- November 4, 2014 – LETRS Module 2
- December/January: Resource/Material Meeting/Ordering
- February 13, 2015 – LETRS Module 3
- May 2015- Math Needs Assessment
- June – Survey – ELA needs assessment

Special Education 2015/2016 Literacy/Math PD Plan

- August: Module 4 & 5
 - Module 6
 - Math Needs Assessment/PA Core Practices
- September-June: on-site support
- November Training Day – Math PD (Carnegie Model)
- December/January: Resource/Material Meeting/Ordering
- February Training Day – Math PD – needs based on support requested
- June – Survey – Math needs assessment

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

Through the implementation of Project MAX, an OSEP-funded 5-year grant designed to improve results for students with complex instructional needs, MCIU will increase its capacity to provide all students, including those with complex instructional needs, with maximum access and learning of the general education curriculum and the PA Core Standards.

At the end of five years, MCIU teachers will have the needed skills and knowledge to maximize access to the general education curriculum and PA Core Standards, an internal coach who can provide targeted assistance to instructional staff as we implement strategies to maximize access to general education curriculum and PA Core Standards for all students, and administrators who demonstrate the competencies needed to lead schools that maximize access to the general

education curriculum and PA Core Standards for all students.

MCIU will focus on key areas of practice including:

- Leadership
- Curriculum, Instruction & Assessment
- Individualized Student Supports
- Least Restrictive Environment
- Family and Community Engagement
- Collaboration & Problem Solving

Long-term goals for participation in Project MAX:

- Educators will know and be able to effectively teach to the Pennsylvania Core Standards
- Educators will be able to plan and deliver effective instruction that meets the needs of diverse learners in Pennsylvania schools
- School leaders will have the competencies to implement policies, practices, and procedures that support the learning of all students, including students with complex instructional needs
- Institutions of higher education will prepare educators and leaders with the competencies needed to teach all students
- Parents will have high expectations of achievement for all students
- Students with complex instructional needs will demonstrate growth and achievement in academic content
- Students with complex instructional needs will engage in standards-aligned instruction using communication supports and assistive technology when needed

This effort is a collaboration between PaTTAN, and MCIU's Divisions of Special Education and Curriculum, Instruction, and Professional Development.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

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Long-term goals for participation in Project MAX:

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- Educators will be able to plan and deliver effective instruction that meets the needs of diverse learners in Pennsylvania schools
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Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

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in the classroom we can also identify in which ways the materials are being used and for what population of students. Additionally, this information will inform us if the teacher has experienced success with these materials and resources and if so- how so. (Evidence of Learning).

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High School Level

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Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

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- Least Restrictive Environment

- Family and Community Engagement
- Collaboration & Problem Solving

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Professional Education

Training/Personnel Development Council

- Regular Education
- Special Education
- Administrators
- Paraprofessionals

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

MCIU convenes a Professional Development Council three times during the school year. The Council is made up of those in leadership roles who are responsible for the professional development in our 22 school districts as well as in the MCIU. Members share student achievement and teacher effectiveness data from their individual LEA, discuss patterns and trends in needs for professional development, and identify topics for enhancing professional practice that are coordinated by MCIU. MCIU staff designs and delivers this professional learning or brings in local, state or national experts in the field to do so.

Characteristics

Intermediate Unit's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

MCIU is supported by internal professional and administrative staff to implement Pennsylvania Department of Education (PDE) initiatives and mandates such as the Educator Effectiveness System and Comprehensive Planning. Trainings are provided to MCIU's staff to develop their knowledge and understanding of regulations and processes related to these initiatives. MCIU staff is also assisted with the internal implementation and compliance requirements of such mandates.

Additional professional development that meets the specific needs of MCIU's staff is coordinated and facilitated by internal professional and administrative staff on an on-going

basis. Designated times for professional learning are scheduled throughout the year for all professional staff in all divisions. Professional development topics ensure that all staff receives relevant, current training that is differentiated to meet their specific role and responsibilities within the IU.

MCIU will continue to build the capacity of its staff to analyze and use data in all levels of decision making, work effectively with parents and community members, and align teaching and learning to the PA Core Standards.

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

Although all strategies are selected, MCIU acknowledges the need for continuous growth. A professional development plan will be in place for School-Age Classroom Teachers, EI Teachers, and SLPs that will focus on Literacy in 2014/2015 and Mathematics in 2015/2016 and incorporate learning related to:

LETRS

These modules will provide the professional development for educators who are responsible for improving instruction in reading (including phonological awareness), writing, and spelling. LETRS is designed so that participants will be able understand:

1. The related brain research as to how children learn to read and why some children have difficulty with this aspect of literacy;
2. Information on the current research as to how children learn, what must be taught during reading instruction, spelling lessons and how to teach most effectively;
3. Why all components of reading instruction are necessary and how they teach most effectively.

The modules build over a sequence of concepts and content to include: phonology, phoneme awareness, writing system, vocabulary, fluency, and comprehension. All LETRS models embed foundational knowledge for literacy instruction that aligns to the PA Core Standards.

Purpose of Assessment/DOK/PA CORE STANDARDS

Shared understanding and common language for the various types of assessment, their purpose and how they inform the IEP and instructional practice. This session will look at the how assessments can be utilized to ensure that the PA Core Standards are infused throughout instruction. It will provide an awareness of item analysis and drilling down of the data to identify levels of questioning, areas of need and strength for targeted instruction. During this time we will introduce teachers to the common assessments that will be available to MCIU programs.

Sustaining the Learning and Building Capacity

The ongoing onsite visits will provide one-on-one non-evaluative professional development to

all MCIU classroom teachers. This could include small group support and coaching. The information garnered during these conversations will inform future professional development and resource purchases. It will also improve teacher effectiveness through a growth perspective. Mentorship and support will be provided to new and existing Supervisors and Administrators to sustain implementation.

Project MAX

will also support educators in their ability to effectively teach to the Pennsylvania Core Standards and plan and deliver effective instruction that meets the needs of diverse learners. Students with complex instructional needs will demonstrate growth and achievement in academic content and engage in standards-aligned instruction using communication supports and assistive technology when needed. Leadership and parental involvement will be key as policies, practices, and procedures are implemented to support the learning of all students, including students with complex instructional needs.

Strategies Ensuring Fidelity

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

All MCIU educators and administrators have been trained on the Educator Effectiveness system and Framework for Teaching. Common language and clear expectations for teaching practices and student learning are established and reinforced within the supervision and evaluation process. Multiple sources of data are collected from Early Intervention (EI) classrooms, school-age MCIU classrooms, and nonpublic school classrooms that reveal needs for professional development. Patterns and trends that emerge from informal classroom visits, formal observations, school-based principal meetings, and EI evaluations guide the activities designed by each division to meet the diverse needs of their staff. All professional development is evaluated by participants, evaluators, and administrators and feedback informs next steps.

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

MCIU will work to improve the use of data to identify instructional areas that need strengthening, establish learning priorities, and target curricular areas that need further alignment. Topics to be addressed include:

- Validating and vetting the referral and evaluation processes in place
- Improving the quality of assessments, including anecdotal records
- Warehousing documents and data so that it can be used by other educators

Induction Program

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

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

The Induction Program is facilitated by representatives across all Divisions at MCIU. Through regular communication and collaborative planning, the needs of the inductees are at the forefront of a constantly refined program. Inductees are provided opportunities to interact with colleagues across divisions and benefit from the knowledge and experience of their peers. The Induction program includes a beginning-of-year and mid-year needs assessment that promotes the differentiation of professional development for the broad, job-alike, and individual participants. Goals, objectives and competencies are connected to: the Framework for Teaching, PA Core Standards, Differentiation of Instruction, use of resources such as the SAS portal, and role-specific needs.

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

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Supervisor support and coordination of additional resources and/or professional development
- Job-alike, peer observations

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

Frequent observations of inductees are conducted by mentors and supervisors. Special attention is paid to lesson plans, communication logs, and other artifacts of teaching and learning. The collection, interpretation, and use of data as an integral part of instructional practice, is also a focus of inductee/mentor and inductee/supervisor conversations. Since reflective practice is essential to the professional growth of all educators, all collegial interactions and conversations serve as an information gathering on how best to support the new educator. Information gathered is used to refine and enhance the Induction program, as well as meet the specific needs of the individual inductee.

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

N/A

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Supervisors and/or Administrators identify and assign mentors relative to best-fit. In an Intermediate Unit, this may be driven by job-alike position, geography, or other important factors. Mentors are selected for their strong interpersonal skills and dispositions. Prior effective mentors are often asked to mentor again. Training and support is provided to mentors to ensure success.

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

In an Intermediate Unit, it is not always possible for mentors and inductees to have compatible schedules so that they can meet regularly. This is due to the variety of roles and positions

within the IU and the itinerant nature of the staff. The MCIU Induction Program addresses this challenge by front-loading time for inductees and mentors to meet and by providing opportunities for inductees to shadow their mentor.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program timeline is reflective of the IU and the needs of the professional staff it employs. Driven by the needs assessments done in August/September and then again in December/January, every effort is made to differentiate the type of professional learning inductees receive so that it is relevant and meaningful. This has resulted in a shift towards more job-specific PD that addresses the nature of the Early Intervention, public school, and nonpublic school positions within the IU. The end-of-year evaluation done in June/July provides essential feedback for an ongoing cycle of program improvement.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

People:

Customer Relationships

Professional investment within disciplines

Professional development – capacity building – skill development. – summer institute.

Quality of staff – *specialized* – highly qualified/certified

We are largest suburban county = students

Annual needs assessment

Parent engagement

New staff VERY HIGH QUALITY / HR VERY quick turn-around

Partnerships

Dedication/Caring

Bringing people together

Building Capacity

Accomplishment #2:

Programs and Services:

Creative programs

Respond to SD and NP schools requests for service delivery

Programs-classrooms

Services in NP (NP schools no resources)

Transition services – apt!!

Creating new programs outside the box

Serve students with special needs

Diversified services/products (instruction, finance, management, communication/legislative services)

Cooperative solutions

Provide a variety of services

Increased enrollment at Anderson

Accomplishment #3:

Fiscal/Management/Investments:

and New 21st century facility

Providing savings by creating consortiums

Cost savings/cost avoidance

Innovative restructuring

EI in Budget!! (new staff)

Lang. enrich & vision classrooms = saved \$\$

Effective administrative costs and use of resources

Intermediate Unit Concerns

Concern #1:

Communication:

Detailed communication (internal & external)

Communication across divisions – some progress but HUGE way to go!

Coordination of Services across divisions (ideas, thoughts, culture)

Brand awareness – communicating ALL that we do

Expanding Client base and Service Variety

Community Interests/Needs (connections)

Marketing beyond lines of county

Relationship development

Collaborate with other IUs

Cohesion of MCIU community (town hall meeting)

Social media targeted contacts to follow (Twitter)

House more virtual meetings

Use of Survey Monkey for feedback

Concern #2:

Professional Development/Capacity Building:

Classroom/instructional staff need PD on new initiatives (PDE, pedagogical practices, etc.)

Supervisors are responsible for too much – negatively impacts customer service (look at structure)

Flexibility and Adaptability

Persistent – learning from mistakes

Understanding Business Mindset

Understanding and exhibiting customer service

Follow through

Being competitive

Follow up on implementation of programs and services to determine impact on student achievement

Concern #3:

Fiscal/Management:

Staff support for position changes within the IU

Funding from Harrisburg - Initiative Roll-outs w/o \$\$

Processes and procedures are not equal across divisions - "muddy"

EI contract out = (maybe) poor quality, increase cost, no real control

Costs – i.e. What to charge – is not clearly defined = high cost- "inflated" cost

Quantifying value/competitiveness

Strategic use of personnel

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #8*) Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

Aligned Concerns:

Professional Development/Capacity Building:

Classroom/instructional staff need PD on new initiatives (PDE, pedagogical practices, etc.)

Supervisors are responsible for too much – negatively impacts customer service (look at structure)

Flexibility and Adaptability

Persistent – learning from mistakes

Understanding Business Mindset

Understanding and exhibiting customer service

Follow through

Being competitive

Follow up on implementation of programs and services to determine impact on student achievement

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

Aligned Concerns:

Professional Development/Capacity Building:

Classroom/instructional staff need PD on new initiatives (PDE, pedagogical practices, etc.)

Supervisors are responsible for too much – negatively impacts customer service (look at structure)

Flexibility and Adaptability

Persistent – learning from mistakes

Understanding Business Mindset

Understanding and exhibiting customer service

Follow through

Being competitive

Follow up on implementation of programs and services to determine impact on student achievement

Systemic Challenge #3 (System #1) Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

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

Systemic Challenge #5 (System #3) Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

Systemic Challenge #6 (System #5) Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Intermediate Unit Plan

Action Plans

Goal #1: The MCIU will cultivate and empower all staff to develop and deliver relevant and innovative programs and services that are competitive in today's marketplace.

Related Challenges:

- Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.
- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.
- Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Indicators of Effectiveness:

Type: Annual

Data Source: Survey of staff perceptions.

Specific Targets: Employees are your greatest investment. Value relationships over rhetoric. Always.

- o Help them become your greatest ambassadors of service and communication.
- o Empower them to build relationships with districts and make decisions. How can we make this work for you?
- o Provide a safe forum for openly sharing ideas. Promote the mantra, "there are no bad ideas."
- o Get to a place where employees wear their MCIU badge with pride and are mutually invested in one another's success.

Strategies:

Literacy Acquisition - 2 year PD Plan

Description:

MCIU will continue to build the capacity of its staff to analyze and use data in all levels of decision making, work effectively with parents and community members, and align teaching and learning to the PA Core Standards. Since language acquisition and literacy experiences begin at birth, students lacking skills such as print awareness, alphabetic principle, and phonemic awareness need strategic instruction to ensure they do not lag behind. Therefore, MCIU teachers must provide an environment that allows students with disabilities to have access to literacy-rich experiences similar to those of their peers.

Research conducted by the National Reading Panel (NRP) found that skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension are essential to literacy development (NRP, 2001). Before students with disabilities can begin to develop these five skills, they need to understand the functions and uses of literacy (Ehri & Sweet, 1991; Gunn, Simmons, & Kameenui, 1995; Mason & Allen, 1986; Sulzby & Teale, 1991).

MCIU has developed a two-year literacy professional development plan designed to support teachers in creating literacy-rich settings that stimulate students with disabilities to participate in language and literacy activities in their daily lives thereby giving them the beginning understandings of the utility and function of oral and written language. This professional development plan will be in place for School-Age Classroom Teachers, EI Teachers, and SLPs and will incorporate learning related to:

LETRS

These modules will provide the professional development for educators who are responsible for improving instruction in reading (including phonological awareness), writing, and spelling. LETRS is designed so that participants will be able understand:

1. The related brain research as to how children learn to read and why some children have difficulty with this aspect of literacy;
2. Information on the current research as to how children learn, what must be taught during reading instruction, spelling lessons and how to teach most effectively;
3. Why all components of reading instruction are necessary and how they teach most effectively;

The modules build over a sequence of concepts and content to include: phonology, phoneme awareness, writing system, vocabulary, fluency, and

comprehension. All LETRS models embed foundational knowledge for literacy instruction that aligns to the PA Core.

Purpose of Assessment/DOK/PA CORE STANDARDS

Shared understanding and common language for the various types of assessment, their purpose and how they inform the IEP and instructional practice. This session will look at the how assessments can be utilized to ensure that the PA Core is infused throughout instruction. It will provide an awareness of item analysis and drilling down of the data to identify levels of questioning, areas of need and strength for targeted instruction. During this time we will introduce teachers to the common assessments that will be available to MCIU programs.

Sustaining the Learning and Building Capacity

The ongoing onsite visits will provide one-on-one non-evaluative professional development to all MCIU classroom teachers. This could include small group support and coaching. The information garnered during these conversations will inform future professional development and resource purchases. It will also improve teacher effectiveness through a growth perspective. Mentorship and support will be provided to new and existing Supervisors and Administrators to sustain implementation.

Ehri, L. C. and Sweet, J. (1991). Fingerprint-reading of memorized text: What enables beginners to process the print? *Reading Research Quarterly*, 24, 442-462.

Gunn, B. K., Simmons, D. C., & Kameenui, E.J. (1995). Emergent literacy: A synthesis of the research. Eugene, OR: The National Center to Improve the Tools of Educators. Available at:
<http://idea.uoregon.edu:16080/~ncite/documents/techrep/tech19.html>

Mason, J. and Allen, J. B. (1986). A review of emergent literacy with implications for Research and practice in reading. *Review of Research in Education*, 13, 3-47.

National Reading Panel. (2001). Teaching Children to Read. Retrieved February 9, 2005 from <http://www.nationalreadingpanel.org/Publication/summary.htm>

Sulzby, E. and Teale, W. H. (1991). Emergent literacy. In R. Barr, M.L. Kamil, P. Mosenthal, and P.D. Pearson (Eds.), *Handbook of Reading Research* (pp. 727-757). New York: Longman.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Teaching Diverse Learners through the Integration of Technology

Description:

Learners with disabilities often struggle with attention, engagement and motivation for learning. The interactive multi-sensory capabilities of SMART Board Technology will enhance motivation, increase attention and actively engage the learners throughout the lessons. The integration of SMART Boards will support effective instructional practices utilizing the latest in technology across all classrooms at each IU learning site.

Students with Complex Instructional Needs are often taught in self-contained environments with direct one to one instruction. The use of the SMART Board will facilitate instruction and develop positive student behaviors needed for whole class or group instruction. This will then support the generalization of those skills needed to be successful in general education environments.

The SMART Board will be used to increase literacy skills within the 5 big ideas of Reading. This could encompass skills such as fluency, phonics, orthography, vocabulary and comprehension.

The use of the SMART Board will support the implementation of the Concrete-Representational-Abstract (CRA) Model of Math instruction. Students will be using manipulatives at their desks while moving sequentially to a Representational and Abstract interactive visual on the SMART Board

The SMART Board will be used to promote communication skills such as modeling the use of core vocabulary and auditory feedback.

The SMART Board will be used as a formative assessment tool to help guide teachers instruction.

SMART Board models will be selected based on age and physical needs of the diverse learners that are served in the MCIU classrooms. Occupational Therapists will work in collaboration with Teachers to use the SMART Board to increase fine motor and visual perceptual skills.

Students will utilize the SMART Board as a presentation format to demonstrate knowledge of learning. Students will be able to share completed projects to the whole class. The use of the gallery tools will allow students to manipulate items within the lesson leading to an interactive lesson. This will increase attention, engagement and motivation.

The use of the SMART Board interactive tools, visuals, video, etc. will help teachers to adapt and modify grade level standards aligned instruction. Teachers will download streaming videos and import to use in their lessons. This will help make the curriculum come alive.

Bell, M.A. (2002, January). Why Use an Interactive Whiteboard? A Baker's Dozen Reasons! *The teachers.net Gazette*. Retrieved from <http://teachers.net/gazette/JAN02/mabell.html>

Thompson, T., Burgstahler, S., & Stewart, R. (2003). Beyond Web Accessibility: Technology. Accessibility Policies in Higher Education. Paper presented at the Center On Disabilities. Technology and Persons with Disabilities Conference 2003.

Turnbull, R., Turbull, A., Shank, M., Smith, S., & Leal, D. (2002). *Exceptional Lives: Special. Education in Today's Schools* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Wood, J.M. (2001, April). Every Kid Can! *Instructor*. Retrieved from http://findarticles.com/cf_0/m0STR/2001_April/73088568/print.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Literacy Acquisition - 2 year PD Plan

Description:

Survey/Needs Assessments

Organization-wide, surveys/needs assessments provide all stakeholders an opportunity to share where they are in their understanding of assessment and PA Core Standards and be used to inform and create related professional development services that assist educators in delivering standards-aligned instruction. This information also provides detailed information as to what resources and materials are being utilized in the classroom to support the learning including model curricula, learning progressions, units, lesson plans, and content resources aligned to the PA Core standards. By identifying the types of materials and resources currently being utilized in the classroom we can also identify in which ways the materials are being used and for what population of students. Additionally, this information will inform us if the teacher has experienced success with these materials and resources and if so-how so. (Evidence of Learning).

Special Education 2014/2015 Literacy PD Plan

- May 2014 - ELA Needs Assessment
- August 20, 2014 – Purpose of Assessment/DOK/PA Core
- August 21, 2014 – LETRS Module 1
- September-June: on-site support
- November 4, 2014 – LETRS Module 2
- December/January: Resource/Material Meeting/Ordering
- February 13, 2015 – LETRS Module 3
- May 2015- Math Needs Assessment
- June – Survey – ELA needs assessment

Special Education 2015/2016 Literacy/Math PD Plan

- August: Module 4 & 5
 - Module 6
 - Math Needs Assessment/PA Core Practices
- September-June: on-site support
- November Training Day – Math PD (Carnegie Model)
- December/January: Resource/Material Meeting/Ordering
- February Training Day – Math PD – needs based on support requested
- June – Survey – Math needs assessment

Start Date: 8/18/2014 **End Date:** 6/30/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Literacy Acquisition - 2 year PD Plan

Teaching Diverse Learners through the Integration of Technology

Description:

SMART Boards will be purchased

Staff will receive initial training on the technical use of SMART Boards

Staff will receive ongoing professional development on the effective integration of, and instructional applications associated with, SMART Boards

Staff will receive follow-up support and coaching to ensure the effective use of SMART Boards

Observations will note the appropriate use of SMART Boards in instruction

Staff will be surveyed regarding additional PD needs

Start Date: 9/1/2014 **End Date:** 6/30/2016

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

Supported Strategies:

- Teaching Diverse Learners through the Integration of Technology

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 The MCIU will cultivate and empower all staff to develop and deliver relevant and innovative programs and services that are competitive in today's marketplace.	Strategy #1: Literacy Acquisition - 2 year PD Plan
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Start	End	Title	Description
8/18/2014	6/30/2016	Literacy Acquisition - 2 year PD Plan	<p>Survey/Needs Assessments</p> <p>Organization-wide, surveys/needs assessments provide all stakeholders an opportunity to share where they are in their understanding of assessment and PA Core Standards and be used to inform and create related professional development services that assist educators in delivering standards-aligned instruction. This information also provides detailed information as to what resources and materials are being utilized in the classroom to support the learning including model curricula, learning progressions, units, lesson plans, and content resources aligned to the PA Core standards. By identifying the types of materials and resources currently being utilized in the classroom we can also identify in which ways the materials are being used and for what population of students. Additionally, this information will inform us if the teacher has experienced success with these materials and resources and if so- how so. (Evidence of Learning).</p> <p>Special Education 2014/2015 Literacy PD Plan</p> <ul style="list-style-type: none"> • May 2014 - ELA Needs Assessment

- August 20, 2014 – Purpose of Assessment/DOK/PA Core
- August 21, 2014 – LETRS Module 1
- September-June: on-site support
- November 4, 2014 – LETRS Module 2
- December/January: Resource/Material Meeting/Ordering
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- May 2015- Math Needs Assessment
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Special Education 2015/2016 Literacy/Math PD Plan

- August: Module 4 & 5
 - Module 6
 - Math Needs Assessment/PA Core Practices
- September-June: on-site support
- November Training Day – Math PD (Carnegie Model)
- December/January: Resource/Material Meeting/Ordering
- February Training Day – Math PD – needs based on support requested
- June – Survey – Math needs assessment

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Lois Robinson, Donna Gaffney, Training and Consulting Staff	7.0	16	120	Training and Consulting Staff	IU	Yes

Implementation of effective instructional practices across all classrooms pre-school to grade 12.

Knowledge

Supportive Research

LETRS and PA Core Standards for ELA and Math

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

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

LEA Goals Addressed: #1 The MCIU will cultivate and empower all staff to develop and deliver relevant and innovative programs and services that are competitive in today's marketplace. **Strategy #1: Teaching Diverse Learners through the Integration of Technology**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2014	6/30/2016	Teaching Diverse Learners through the Integration of Technology	<p>SMART Boards will be purchased</p> <p>Staff will receive initial training on the technical use of SMART Boards</p> <p>Staff will receive ongoing professional development on the effective integration of, and instructional applications associated with, SMART Boards</p> <p>Staff will receive follow-up support and coaching to ensure the effective use of SMART Boards</p> <p>Observations will note the appropriate use of SMART Boards in instruction</p> <p>Staff will be surveyed regarding additional PD needs</p>	Dr. Lois Robinson, Donna Gaffney, Training and Consulting Staff, Classroom Supervisors	3.0	6	120	MCIU Training and Consulting Staff	IU	Yes

Knowledge

Implementation of SmartBoard Technology in planning and delivering instruction to diverse learners.

Supportive Research

Technology to support diverse learners.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

- Classroom teachers
- New Staff
- Other educational

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)

 specialists

High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

Follow-up job-embedded support.

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports

summarizing instructional activity

Portfolio

Intermediate Unit Level Affirmations

We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Bradley Landis on 10/6/2014

Board President

Affirmed by Bradley Landis on 10/6/2014

Executive Director