



WYOMISSING AREA
SCHOOL DISTRICT

Summer 2018 Professional Development Opportunities

Wyomissing Hills Elementary
Center



West Reading Elementary Center



Junior Senior High School



Introduction

Wyomissing Area is a School District recognized for our tradition of excellence – excellence in student achievement, in the professionalism of our teachers, and in the commitment to our families and community. As we prepare our students with the 21st Century skills of the future, our focus on excellence remains constant. Central to our work is *inspiring excellence, one Spartan at a time!*

Our instructional focus remains built on a foundation of Four Pillars which serve to guide our decision making and instruction, as we move forward in a culture where we live out our Commitment to Excellence.



Pillar One – Equitable access to rigorous, high-level programs – ensures that all students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to academic standards.

Pillar Two – Data-driven continuous improvement – we will make informed decisions using on-going data-driven evidence to support and guide instructional practices, professional development and organizational improvement.

Pillar Three – Effective teacher in every classroom, effective leader in every school – ensures that we will meet the needs of our students by attracting, developing, retaining and promoting cooperation among competent, student-focused teachers and leaders.

Pillar Four – Safe, healthy climate and strong relationships with families and community. Together we will create a climate of trust, value and respect for all staff, students and community members and build a sense of ownership through meaningful dialogue among all stakeholders.

2018 Summer Professional Development

Outlined in the Summer Professional Development Booklet are a variety of opportunities for you this summer. Please be sure to read this document in its entirety.

The summer focus is centered on instructional practices and how we deliver content to our students utilizing the most effective methods and strategies. Using the PA Common Core Standards as our backdrop, grade levels and departments are encouraged to review instruction to ensure alignment to the Core, proper sequencing, and effective use of resources and assessments to optimize student growth and achievement.

Throughout this school year, we provided opportunities for grade and department level discussions. Over the summer, we are encouraging continued collaborative conversations across grade levels and vertical discussions to strengthen the transition between instructional levels and specifically from 4th grade to 5th grade and 6th grade to 7th grade.

Summer professional development opportunities can be scheduled in three- and six-hour segments. Please keep in mind that to fulfill the Flex Day time, a total of 18 hours is needed which can include the six-hour Clerical Day. You may also opt to replace the clerical day with Grade Level/Specialists/Department time if desired. This is entirely your choice.

Act 48 hours will **automatically** be awarded to teachers for District-led professional development. In order to receive Act 48 credit for Grade Level/Specialists/Department days, however, a Department Chair or lead teacher will need to distribute and collect a PDE Survey Form to accompany the Summary Form upon completion of the professional development activities. (See pages 13-14.) Up to 12 hours in total will be awarded based on all activities and please be aware that the **Clerical Day will not count toward Act 48**.

The following opportunities will allow you to 'mix and match' to fill the 18 hours:

- Clerical Day (6 hours; can be split over two days, 3 hours each day)
- Department/Grade Level/Specialist Day (6 hours per day; hours can be broken into 3-hour segments)
- BCIU/MCIU/PaTTAN Workshops (Employee assumes costs; maintain receipts for tax purposes)
- CHOICE Option (Approval of application from Principal and Assistant Superintendent needed)

Flex Days should be completed by **Monday, August 20, 2018**. If the days are not completed by that date, the Flex Days will need to be made up on the following dates:

- Thursday, August 23, 2018
- Wednesday, November 21, 2018
- Monday, January 21, 2019

If your 18 hours are completed by August 20, you will not need to report to the school on the dates listed above. However, if you must report for any number of the three days, you will need to submit to your principal a plan of action for the appropriate day. Please remember that your plan of action must align to one of the four district pillars as appropriate. Once approved, your principal will sign off on the proposal and will forward it to Barb DeMoss in the District Office, to be recorded.

Beginning on page 7, the Flex Day opportunities for faculty are listed. Pages 7 and 8 reflect a chart that lists the Grade Level/Department/Specialist days. Each opportunity has a unique identifier which will be used to register for your Flex Day options.

Please review the booklet prior to making your selection. We attempted to create opportunities that will provide the greatest amount of flexibility for you while supporting professional growth. While specific activities are listed, there is also the option for 'CHOICE'. Should you select this option, you will first need to submit a CHOICE application for approval to your building principal. Upon his/her approval, he/she will send it to the Assistant Superintendent for approval. The CHOICE form can be found at the end of the PD Booklet as well as on the website on the Staff Homepage. Once your application is approved, you will receive a scanned image of the application with the appropriate signatures. The original form will be maintained in the Curriculum Office. In addition to the offerings in the booklet, you may also select workshops from BCIU, MCIU or a PDE/PaTTAN sponsored event. They may count toward your Flex Days. If you opt for attendance at an IU/PDE/PaTTAN workshop, please complete the 'CHOICE' application as that day will be considered a 'CHOICE' day. Please note that in turn for using an IU or PDE/PaTTAN workshop/training as a Flex Day; you will be responsible for the cost of the workshop, if any. Below are the links to the BCIU, MCIU and PaTTAN:

BCIU: http://www.berksiu.org/wp-content/uploads/2018/03/OPDC_SummerWkshps2018v2.pdf

BCIU Act 48 Online Courses: <http://onlinelearningforeducators.org/act-48-courses/>

PaTTAN: <http://www.pattan.net/category/Training/>

MCIU: <http://mciu.org/pl/>

Please note that any additional paid opportunities such as Special Committee Work will NOT be included in this booklet, nor will they be included in the online registration. Staff who are participating on a special committee will be contacted directly.

Flex Day Registration

Again this year, you will register for your Flex Day selections via an online form which is accessible 24/7 on our website on the For Staff Page. For your convenience a screen shot of the registration form is on page 6. Once you register for your selections, you will receive an email confirming your Flex Day selections. Please review the offerings in the booklet, make your selection and complete the registration form located on the district website.

Changing Flex Day Selections:

Should you find that you need to change your Flex Day Selection/s, please utilize the Summer Professional Development Change Form found on the district website. Once you complete and submit the change form, the change/s will be recorded and you will receive a confirmation of the change. Please keep a copy of the confirmation email for record keeping purposes. This process allows us to track the changes more efficiently as well as to provide a confirmation of the change/s to you.

Flex Day Sign in Process:

As was done last year, a three ring binder, clearly marked “Summer Professional Development 2018” will be located in the main office of each building. Inside the binder will be an alphabetized list of all teachers in that building. Next to each name will be the corresponding Summer Professional activities unique to each person. The individual information will be taken from the electronic registration form. This will also serve as another opportunity to ensure that selections are correct for each person. Below are three sample entries in the Sign in Book. To verify your participation, you will initial next to the activity. If you are using Clerical Day as a Flex Day opportunity, you will note the date of the day you are designating a Clerical Day.


Sample Teacher A	<div>_____Grade Level Day</div> <div>_____Clerical Day</div>	<div>_____Grade Level Day</div> <div>_____Clerical Day</div>
Sample Teacher B	<div>_____Department Day</div> <div>_____Clerical Day</div>	<div>_____Department Day</div> <div>_____Clerical Day</div>
Sample Teacher C	<div>_____Specialists Day</div> <div>_____CHOICE</div>	<div>_____CHOICE</div> <div>_____Clerical Day</div>

PLEASE REGISTER ONLINE NO LATER THAN WEDNESDAY, MAY 25, 2018

Sample Registration Form

* Name

* E-mail Address

* Date 

* Building ☐ Wyomissing Hills Elementary Center
☐ West Reading Elementary Center
☐ Wyomissing Area Junior Senior High School

Complete the boxes to the left with your full name, e-mail address and date, and identify the main building in which you work.

Elementary Teacher Flex Day Opportunities

- ☐ Clerical Day
- ☐ ES PA Core Math/ELA
- ☐ ESGRK (Kindergarten)
- ☐ ESGR1 (1st Grade)
- ☐ ESGR2 (2nd Grade)
- ☐ ESGR3 (3rd Grade)
- ☐ ESGR4 (4th Grade)
- ☐ ESGR5 (5th Grade)
- ☐ ESGR6 (6th Grade)
- ☐ ECHOICE (Elementary Teacher CHOICE)

The Flex Day Choices are listed to the left. Simply select your choices by 'clicking' on the box in front of your selection when you access the Registration Form on the district website.

Specialists Flex Day Opportunities

- ☐ Clerical Day
- ☐ SP-One to One Learning
- ☐ SP-PA Core Math/ELA
- ☐ SP-ART (Art)
- ☐ SP-LIB (Library)
- ☐ SP-MUS (Music)
- ☐ SP-PE (Health/Physical Education)
- ☐ SP-FACS (Family and Consumer Science)
- ☐ SP-WL (World Language)
- ☐ SP-RS (Reading Specialists)
- ☐ SP-GC (Guidance Counselors)
- ☐ SP-SE (Special Education)
- ☐ SP-ESL (ESL)
- ☐ SP-NU (Nurses)
- ☐ SP-GIF (Teachers of Gifted - Elementary/Secondary)
- ☐ SP-CHOICE (Specialists CHOICE)

The Choices are clustered by Elementary, Specialist and Secondary Teacher Opportunities.

You must complete a CHOICE application if you select CHOICE as a Flex Day opportunity. The application found on the district website.

Secondary Teacher Flex Opportunities

- ☐ Clerical Day
- ☐ S-One to One Learning
- ☐ SENG (English)
- ☐ SMATH (Mathematics)
- ☐ SSS (Social Studies)
- ☐ SSCI (Science)
- ☐ SRDGAPP IV (Reading Apprenticeship IV)
- ☐ SRDGAPP III (Reading Apprenticeship III)
- ☐ SCHOICE (Secondary Teacher CHOICE)

Grade Level / Specialists / Department Days: Grades K - 12

INTENDED GOAL OF GRADE LEVEL / SPECIALIST / DEPARTMENT DAYS

Grade Level/Specialist/Department Days are designed to encourage professional collaboration to plan for the upcoming school year. Furthermore, they are an opportunity to share ideas, pose questions, rely on in-house expertise and align thinking to a common vision and mission to support student learning. This opportunity is offered to provide vertical/cross-level discussion, common planning and problem solving as a department. Reviewing data, preparing interdisciplinary units and creating assessments or differentiated lessons could be activities for the day.

**** Please note:** For each Grade Level / Specialist / Department Day, the Department Chair or a lead teacher is responsible to submit a Summary Form to the Curriculum Office of the day's activities along with the PDE Survey Form from each participant. The Summary Form should specifically outline how the day's activities will transfer into instruction during the upcoming year. **Please see the Grade Level/Specialist/Department Summary Form and the PDE Survey Form located on the district webpage.**

ALL Dates, Times and Locations will be determined by the Department Chair or Grade Level Team.

Unique Identifiers	Grade Level / Department	Location
ESGRK	Kindergarten	TBD
ESGR1	1 st Grade Days	TBD
ESGR2	2 nd Grade Days	TBD
ESGR3	3 rd Grade Days	TBD
ESGR4	4 th Grade Days	TBD
ESGR5	5 th Grade Days	TBD
ESGR6	6 th Grade Days	TBD
ESCHOICE	K-6 CHOICE Option	--

SP-ART	Art Department Days	TBD
SP-LIB	Library Department Days	TBD
SP-MUS	Music Department Days	TBD
SP-PE	PE/Health Department Days	TBD
SP-FACS	Family Consumer Science Department Days	TBD
SP-WL	World Language Department Days	TBD
SP-RS	Reading Specialists Department Days	TBD
SP-GC	Guidance Counselors Department Days	TBD
SP-SE	K-12 Special Education Department Days	TBD
SP-ESL	ESL Department Days	TBD
SP-NU	Nurses Department Days	TBD
SP-GIF	Teachers of the Gifted Planning Days	TBD
SP-CHOICE	Specialists CHOICE Option	--

Unique Identifiers	Grade Level / Department	Location
SENG	English Department Days	TBD
SMATH	Mathematics Department Days	TBD
SSS	Social Studies Department Days	TBD
SSCI	Science Department Days	TBD
STECH	Technology Department Days	TBD
SCHOICE	Secondary CHOICE Option	--

DGP	Grades 3-12 Gizmo Pilot	TBD
DRC	K-6 Report Card Revisions	TBD
DESM	Elementary and Secondary Instructional Alignment - Math	TBD

2018 APPLICATION FOR INDIVIDUAL SUMMER FLEX DAY CHOICE

Name:

Today's Date:

Your Building: (circle one) WHEC

WREC

Jr/Sr High

Department / Grade Level:

Workshop/Activity/Event Name, if applicable:

Anticipated Date of Workshop/Activity/Event:

In the space below, please provide a description of the proposed CHOICE option. Please be sure to include:

- ✓ How the CHOICE option will align and/or support one or more of the Four Pillars in the District Instructional Focus (including the PA Core Instructional Frameworks and/or One to One Learning as appropriate). [NOTE: the second page of the application contains additional information about the Pillars];
- ✓ Anticipated products or outcomes from the activity; and
- ✓ Your plan to apply the knowledge gained from the day or the products produced to your work with students in the coming school year.

Only **THIS** page should be submitted for approval.

☐ Approved

☐ Denied

Building Principal / Date

☐ Approved

☐ Denied

Assistant Superintendent / Date

Four Pillars: District Instructional Focus



Equitable Access to Rigorous High-level Programs:

All students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to academic standards

Possible Activity Ideas: PA Core Standards work; integrate instructional technology, create new differentiated activities, Readers Workshop planning (i.e. – mini-lesson calendars); redesign and update lessons; attend a non-district sponsored workshop on PA Core; PaTTAN or BCIU workshops; redesign assessments

Data Driven Continuous Improvement:

We will make informed decisions using ongoing data-driven evidence to support and guide instructional practices, professional development and organizational improvement

Possible Activity Ideas: Improve the use of data to differentiate instruction for learners; take time to learn more about PVAAS, establish procedures for individual student goal-setting, increase proficiency in use of CDT data to guide instruction, remediation and enrichment; recreate data charts to easily access student growth and achievement; redesign assessments

Effective Teachers, Effective Leaders:

We will meet the needs of our diverse students by attracting, developing, retaining and promoting cooperation among competent, student-focused teachers and leaders.

Possible Activity Ideas: Attend a non-district sponsored workshop to sharpen pedagogical skills, apply information learned in professional readings to your teaching craft

Safe Climate & Relationships with Families, Community:

Together, we will create a climate of trust, value, and respect for all staff, students, and community members, and build a sense of ownership through meaningful dialogue for all stakeholders

Possible Activity Ideas: SWEBS work, anti-bullying activities, creation or revision of a parent newsletter, design a positive 'reward' system for 'catching students' doing great things and plan how to communicate with parents

2018 SUMMER PROFESSIONAL DEVELOPMENT CHANGE FORM

Should you find that you need to change a Summer Professional Development activity, please complete the following form and email to Barbara DeMoss. Up to two changes can be recorded on one form. After the change is recorded, a copy of this form will be sent back to you and your principal for record keeping purposes.

Name:

Today's Date:

Building: _____ High School _____ WREC _____ WHEC

Name of the **current** Summer Professional Development activity you wish to change:

Name of the **NEW** Summer Professional Development activity:

Name of the **current** Summer Professional Development activity you wish to change:

Name of the **NEW** Summer Professional Development activity:

In order to ensure proper credit, a Change Form must be submitted. Please do not email or call the Curriculum Office with your change.

GRADE LEVEL / SPECIALISTS / DEPARTMENT DAY SUMMARY FORM

Department / Grade Level:

Date & Location of Meeting:

Total Number of Hours Met:

Participants:

Printed Name	Signature

Describe on another page the goals and activities of the meeting today. Specifically note how the work aligns to the District Pillars in the Instructional Focus. Please address how today's collaborative work will transfer to the instructional process next year. In other words, how will today's work move forward to the 2018-19 school year and influence teaching, learning and student achievement? If an agenda was created for the session, please attach it to this form along with the PDE Survey for Educators.



Professional Development Survey for Educators and School Leaders PDE-3527

Check one: Educator ☐ School Leader ☐

Please respond to each item by circling the number which best describes your opinion (5=excellent; 1=poor).

	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>		
A. Participant Satisfaction					
1. Course/Activity was well organized.	5	4	3	2	1
2. Course/Activity objectives were clearly stated	5	4	3	2	1
3. Course/Activity assignments were relevant to Course/Activity objectives.	5	4	3	2	1
4. All necessary materials/equipment/resources were provided or made readily available	5	4	3	2	1
5. Overall instructor performance.	5	4	3	2	1
B. Impact on Professional Practice					
1. This activity enhanced the educator's/school leader's content knowledge in the area of certification.	5	4	3	2	1
2. This activity increased the educator's/school's teaching skills based on research of effective practice.	5	4	3	2	1
3. This activity provided information on a variety of assessment skills.	5	4	3	2	1
4. This activity provided skills needed to analyze and use data in decision making for instruction or at all levels of the school system.	5	4	3	2	1
5. This activity empowered participants to work effectively with parents and community partners to engage other to pursue excellence in learning.	5	4	3	2	1
6. This activity provided the participants the knowledge and skills to think strategically and understand standards-based school reform.	5	4	3	2	1
7. This activity enhanced the participant's professional growth and deepened your reflection and self-assessment of exemplary practices.	5	4	3	2	1

C. Comments

Please take a few moments to respond to the following questions. Your answers will greatly assist us in determining how to improve in-service course offerings.

1. How did this workshop relate to your job, and in what way(s) has it caused you to review your job or training activities?

2. What new ideas have you gained and how do you plan to implement these new ideas in your job or training capacity?

3. What information was of great value to you?

4. What specific suggestions do you have to improve this activity?

5. Additional comments.
