
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Plan

Wednesday, July 11, 2007

Entity: North Schuylkill SD
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PURPOSE

The purpose of the North Schuylkill School District's Professional Development Plan is to serve as an impetus for professional development of all educational staff. This will assist them in developing and updating educational programs and improving teaching strategies which will insure that all students demonstrate the desired student learning outcomes outlined according to the district's needs assessment.

A more enlightened and informed professional staff will strengthen the teaching and learning process and help to provide better educational programs for all of our students. As the professional staff improves their knowledge, skills, and dispositions, it is anticipated that each student will demonstrate the competence needed to become a lifelong learner.

The entire school community - instructional, administrative, and board of education, has made a sincere commitment to professional staff development in compliance with Act 48. Continuing Professional Development will require a continuous assessment of needs, new and improved ways of meeting needs, and a positive communication system between administration and staff.

The Professional Development Plan will be evaluated and revised annually.

COMMITTEE MEMBERS

ELEMENTARY TEACHERS

Linda Brown
Christopher Groody
Kathy Kraft
Angela Potts
Mary Shuttlesworth
Brian Wolfe

SECONDARY TEACHERS

Kelly Boyer
Eric Brand
Alyssa Brodhead
Anthony Chatkiewicz
Harry Lucas
Ann Neary - Chairperson
Megan Kunkel

ADMINISTRATION

Paul Caputo
Sharon Snyder

COMMUNITY MEMBERS

Joan Beecroft
Michele Caputo
Tina Dixon
Regina Laspina
Kathy Schreck

1. A description of the individuals who developed the plan and how they were selected. All required groups are included.

COMMITTEE MEMBERS

The committee shall be comprised as follows:

Professional staff members from the Elementary School level will be chosen by their peers.

These members should represent both the primary and intermediate grade levels.

Professional staff members from the Junior/Senior High School level will be chosen by their peers. These members should be equally divided so as to represent both the junior high school and senior high school levels.

No fewer than two Educational Specialists, one each from both the Elementary level and Junior/Senior High School level will be chosen by their peers.

No fewer than two Administrators, representing the district will be chosen by their peers.

Community representatives, comprised of parents, business people and others, all from the geographical areas served by the North Schuylkill School District will be appointed by the North Schuylkill Board of Education.

Committee members will appoint various subcommittees and/or specialists on an as needed basis.

Vacancies on the committee will be filled through appointment by the committee.

SELECTION OF COMMITTEE MEMBERS

Elections for/appointments of committee members will be held every two years. Members will initially be divided equally to be chosen on alternate years so that knowledgeable representatives will be present at all times.

TERMS OF SERVICE.

Committee members shall serve for a term of three years. Members may serve consecutive terms if they so desire and are elected/appointed by their appropriate affiliates.

2. A description of the needs assessment and how the plan meets the educational and staff development needs of the school entity, its professional educators, students and community.

North Schuylkill School District has assessed the educational and staff development needs of our district professional and support staff, students and community. The following tools were used:

SCHOOL DISTRICT

- Vision Mission and Goals established in the Strategic Planning process
- School Profiles Information including PA AYP, School Matters and Pennsylvania Value-Added Assessment (PVASS)
- Technology Survey
- PA Standards/Anchors

PROFESSIONAL STAFF

- ACT 48 Continuing Professional Education Survey
- IU 29 Professional Development Survey
- North Schuylkill Induction Plan
- Technology Plan
- Staff Evaluations and input
- Principal/Teacher Goal Setting Conference

STUDENTS

- PSSA results including those from the Grow Network, e-Metric and Performance Tracker
- PASA results
- Standardized Tests including Terra Nova and 4 Sight Benchmark Assessments
- SAP team suggestions
- Drug, Alcohol Tobacco Use surveys
- Title I Assessment Information
- District reporting
- Student surveys

COMMUNITY

- North Schuylkill Strategic Plan
- District Advisory Committee
- A review of the data collected by the North Schuylkill School District Continuing Professional Education Committee
- Parent and community surveys

Education Committee identified the following as professional educational needs:

1. CURRICULUM AND INSTRUCTION

- reading and writing across the curriculum instruction methods that include proofreading, journal writing, teaching challenged student readers and identifying reading disabilities
- review of the PSSA tests including but not limited to student preparation for this test, development of course work. that will meet the standards being tested, and understanding the assessment standards used to evaluate these test
- review of grading objectivity while using alternative assessment
- aligning assessments and standards with curriculum and with report cards
- continued education in computer/technology use in the classroom, developing computer/technology skills and measuring subject area specific computer/technology use

2. SCHOOL ENVIRONMENT

- continued development and implementation of plans for crisis management, drug and alcohol education, highway safety procedures, lab safety procedures
- education in ways to increase student accountability and responsibility
- continued education programs in anger management and in mental health issues including but not limited to depression and suicide

3. DIVERSITY

- continued education in incorporating specific needs students into the regular classroom, in adapting children with behavior problems into the classroom, and in meeting individual student needs, including the needs of gifted students.
- review of techniques used in differentiated instruction within heterogeneously grouped classes and in meeting the needs of students who learn at various rates.
- continued development and implementation of plans for easing transitions and for diversity education
- provide training in strategies to integrate the ESL student into the classroom

4. PROFESSIONAL RESPONSIBILITIES

- School Law issues including, but not limited to school nurses, and teachers rights, responsibilities and limitations
- rejuvenation workshops
- continued education in various subject related topics including, but not limited to games and activities as teaching tools; advances in science, health, medicine and technology education; make and take workshops; and art activities
- opportunities for direct observation of excellent classroom teachers within our district and in other nearby districts

3. The professional education needs/goals that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification.

GOALS (cross referenced to Action Plans)

- To provide opportunities for Professional Development that will lead to the design and implementation of curriculum, instruction and assessment based on PA Standards/Anchors.
- To provide ongoing opportunities for Professional Development in the effective utilization of all technology as outlined in the Technology Plan.
- To identify, design and implement programs to ensure a safe and responsible environment for learning.
- To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate diverse student needs.
- To provide opportunities for Professional Development in topics that will improve and promote professional responsibility and accountability.

Methods of Delivery options to meet these goals may include but shall not be limited to the following:

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

- Collegiate studies
- Continuing professional education courses taken for credit
- Approved continuing education credits
- Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors.
- Participation in professional conferences and workshops.
- Education in the Workplace where the work is related to the professional educator's area of assignment and is approved by the board of directors.
- Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors.
- In-service programs that comply with the professional education criteria as 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.
- 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. One hour of preparation will be counted for each hour taught.
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan.
- Teachers, educational specialists, and administrators activities including approved councils and other programs, activities, or learning experiences occurring on a regular basis throughout the school year.
- Induction professional development activities during a district or intermediate unit defined induction plan.
- Mentor Activities
- Observations and visitations. Observations and visitations are defined as school entity-sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observations within the intermediate unit, visitations to other sites outside of the intermediate unit and business and industry collaboration.
- Program/department meetings for a specific purpose (ex.: planning and coordinating curriculum, sharing successful projects). These meetings may be scheduled during in-service days, the regular school day, and/or through release time.
- Individualized projects/pilot programs are defined as individually created projects designed to improve instruction and for student achievement. The purpose, procedures, and time line to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and supervisor prior to the beginning of the project.
- Parent involvement planning and design programs and specialized training programs involving parents (or promotion of parental involvement) in their child's education process.
- Online courses.
- Distance learning staff development.
- Presentation by staff of the school entity.
- State-sponsored/developed professional education courses, programs, activities, or learning experiences.
- Training by Textbook companies in the adoption of a program of study by district staff.

4. A list of providers, courses, programs and activities approved by the Professional Education Committee to provide the continuing professional options listed in the plan.

The following list includes, but is not limited to approved providers for North Schuylkill School 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

- North Schuylkill School District
- Providers approved by other local school districts
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Pennsylvania' Intermediate Units
- Providers approved by Pennsylvania Intermediate Units

Pennsylvania Universities and Colleges including but not limited to:

Penn State University, University of Pennsylvania, Temple " University, Bloomsburg University, Millersville University, Kutztown University, East Stroudsburg University, Luzerne County Community College, Lehigh Carbon Community College, Indiana Wesleyan University, Shippensburg University, Bucknell University, Wilkes University, Widener University, Lehigh University, Marywood University, University of Scranton, Alvernia College, Cedar Crest College, Harrisburg Community College, McCann's School of Business and others as identified.

- Community, County and State Agencies and Organizations including but not limited to: American Red Cross, American Heart Association, Schuylkill County Mental Health/Retardation, Turning Point, United Cerebral Palsy, St. Catherine's Medical Center, DARE, Big Brothers/Big Sisters of Schuylkill County, Good Samaritan Regional Medical Center, Literacy Council for Schuylkill County, Inc., Keystone State Reading Association, Manufacturers' Association of Mid-Eastern Pennsylvania, Native American Experiences, Pennsylvania Geographic Alliance, Pennsylvania Newspaper Association, Pottsville Hospital and Warne Clinic, The Pottsville Republican & Evening Herald, Schuylkill County Chamber of Commerce, Schuylkill Community Education Council, Schuylkill Conservation District Schuylkill County Drug and Alcohol Commission, PPL Corp., Schuylkill County Curriculum Task Force, Schuylkill County Reading Council, Schuylkill County Unity Coalition, Schuylkill County Vision, Schuylkill Keep it Pretty, Schuylkill Women in Crisis.
- State and National Professional Organizations, including but not limited to : PSBA,NEA,PSEA,NAASP,NAESP,PAESP,NMSA,ASCD, PSLA, PSCA, NASA, IRA, SCRA, KSRA, PNA and other organizations offering CEU's for nurses and teachers.
*see Appendix for Organization names
- Local, County· and State Organizations who meet qualifications as outlined in the guidelines, including but not limited to:

Schuylkill County Council of the Arts, Historical Societies, Local Clubs and Organizations when appropriate.

- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to on-line training and courses, distant learning workshops, national consultants, and experts in the needs areas which have been identified as needs in the plan.
- Any and all providers who meet the requirements set forth in Guidelines and who are approved by the Continuing Professional Education Committee or a designated sub-committee.

5. Plans for professional education activities to meet the goals of the three-year plan. Plans must include objectives, a listing of the actions to be taken, time lines for completion, person(s) responsible for implementing the plan and evaluation procedures.

The North Schuylkill Continuing Education Committee based the Action Plans on the analysis of the needs assessment and other tools as outlined in Section 3.

ACTION PLAN 1

Area : Curriculum and Instruction
Strategy: To provide opportunities for Professional Development that will lead to the design and implementation of curriculum, instruction, and assessment based on PA Standards/Anchors
Activity 1: Revision of Curriculum K-12 in order to insure students are achieving proficiency in PA Standards.
Activity 2: Curriculum Mapping K-12 to align with standards/anchors/benchmarks
Activity 3: Continued development of benchmarks and assessment for PSSA/PASA math and reading, writing, speaking and listening curriculum.
Activity 4: Develop alternate assessments for gauging student achievement.
All activities will help classroom teachers, school counselors and educational specialists to: Increase the educator's teaching skills, vary assessment skills and develop the ability to analyze data in instructional decision-making Provide leaders with the ability to access and use appropriate data to inform decision-making
Participants: Classroom Teachers k-12, Principals/Assistant Principals, Educational Specialists, Counselors, Consultants.
Timeline: Fall 2007 – ongoing
Providers: PDE, Approved providers, Staff; PA Standards/Anchors, Professional Publications/Video, Current Curriculum.

ACTION PLAN 2

Area: Curriculum and Instruction
Strategy: To provide ongoing opportunities for Professional Development in the effective utilization of all technology as outlined in the Technology Plan.
Activity 1: Development of instruction on new hardware and software programs
Activity 2: Development of instruction on integrating technology in the classroom.
All activities will help classroom teachers, educational specialists; and counselors to: Use new technology and programs to implement integration of technology into the curriculum. Use new technology to devise lessons, record and analyze grading information and model use of technology for students.
Participants: Classroom Teachers k-12, Principals/Assistant Principals, Educational Specialists, Counselors, Consultants.
Timeline: Fall 2007 – ongoing
Providers: PDE, Approved providers, Staff, PA Standards/Anchors, Professional Publications/Video.

ACTION PLAN 3

Area: Diversity
Strategy: To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate diverse student needs.
Activity 1: Continue to develop methods for support of at risk students.
Activity 2: Continue to investigate strategies and develop skills to effectively differentiate instruction and assessment.
Activity 3: Effectively use support personnel such as Special Education teachers; educational specialists, etc.
Activity 4: Ongoing diversity training in order to incorporate diversity education in the curriculum.
Activity 5: Provide training in strategies to integrate ESL students into the classroom
All activities will help classroom teachers, educational specialists; and counselors to: Improve ability to be inclusive in their dealings with students in every classroom and to provide needed individual instruction. Use strategies to deal with the ESL learner
Participants: Classroom Teachers k-12, Principals/Assistant Principals, Educational Specialists, Counselors, Consultants.
Timeline: Fall 2007 – ongoing
Providers: PDE, Approved providers, Staff, IU 29, SAP, Counselors, PA Standards/Anchors, Professional Publications/Video.

ACTION PLAN 4

Area : School Environment
Strategy: To identify, design and implement programs to ensure a safe and responsible environment for learning.
Activity 1: Determine needs and develop strategies to increase student accountability and responsibility.
Activity 2: Ongoing development of programs in social issues including but not limited to: anger management, bullying, mental health issues and drug/alcohol abuse prevention.
Activity 3: Continue to develop and implement the crisis management plan.
Activity 4: Activities in health and wellness issues.
All activities will help classroom teachers, school counselors and educational specialists to: Design class work to encourage student accountability and responsibility. Understand and work with specialists in dealing with students who have specific issues in anger management, and mental health issues. Continue to educate students on bullying issues. Be aware and make use of the crisis management plan.
Participants: Classroom Teachers k-12, Principals/Assistant Principals, Educational Specialists, Counselors, Safe Schools Committee, Consultants.
Timeline: Fall 2007 – ongoing
Providers: PDE, Approved providers, Staff, Safe Schools Committee Members, PA Standards/Anchors, Professional Publications/Video, Current Curriculum, Local and State Law Agencies, Local and State Human Resources Agencies, Center for Safe Schools.

ACTION PLAN 5

Area: Professional Responsibilities
Strategy: To provide ongoing opportunities for staff development in topics that will improve and promote professional responsibility and accountability.
Activity 1: Provide in-service or workshops on various topics such as but not limited to: school law, stress management, professional code of ethics, CPR, AED.
Activity 2: Provide workshops, and/or release time for observation of other professional staff.
All activities will help classroom teachers, educational specialists; and counselors to: Increase Professional knowledge in various topics. Meet the ongoing challenges of changes in teaching responsibility and accountability. Study best professional practices.
Participants: Classroom Teachers k-12, Principals/Assistant Principals, Educational Specialists, Counselors, Consultants.
Timeline: Fall 2007 – ongoing
Providers: PDE, Approved providers, Staff; PA Standards/Anchors, Professional Publications/Video.

6. A description of the process for reviewing and amending the plan annually.

The Continuing Professional Education Committee will continue to meet at least twice a year for a review and assessment of the professional education activities. End of the year reviews will be conducted for the purpose of evaluating continuing professional education activities for ACT 48 amendment. These reviews will include:

- the monitoring of the continuing professional education plan
- the determination of emerging needs
- the selection and scheduling of learning activities and providers
- an on-going evaluation of professional education activities
- a review of the evaluations of professional education activities
- a review of the needs assessment for annual updates of the plan
- integration of the goals and objectives of the North Schuylkill School District Strategic Plan into the Act 48 Continuing Professional Education Plan

The Continuing Professional Education Learning Experience Evaluation Form (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, second and third year of the plan.

7. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy, and other skills.

The North Schuylkill Continuing Professional Education Committee believes that the content and design of our Plan evolved from the learning needs of our professional staff; the organizational needs of the North Schuylkill School District; and the changing state of policies and initiatives. Therefore, we utilized much of the information developed from Act 48 Continuing Professional Education Needs Assessment (Appendix A) to develop the tentative content and time line for our continuing education offerings.

It is our intention to utilize much of the current research, which explains how adults learn and involve our professional staff in active learning situations. This approach necessitates learning structures that introduce not only new theory or methodology, but emphasize participant involvement through discussion groups, problem solving, guided practice, reflection, application, and collegial support. Our overall intent is to integrate changes suggested by current research into daily practice so to help both teacher and student needs.

The committee recognizes that professional education must strike a balance between content, pedagogy, and other skills needed, and include evidence that they meet the following professional education criteria:

- Is related to attainment of the Pennsylvania Academic Standards and high-quality instruction.
- Is planned to address the needs of a school entity and its professional employees
- Has clear and concise, written content and skill-based competencies
- Included 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 education criteria are matched to activities will be monitored through the use of the Professional Education Criteria Form.

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this professional education plan was 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 Date
School Board Secretary

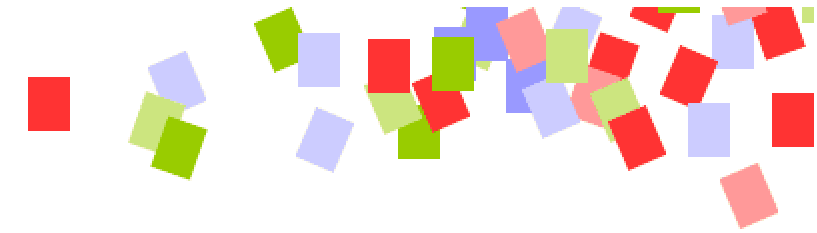
Signature Date
School Board President

Signature Date
Chief School Administrator

Appendix

The following information is found in this Appendix:

- 2006-2007 Net Day Teacher Survey
- 2006-2007 Professional Education Needs Assessment
- North Schuylkill School District Providers List
- The North Schuylkill School District Act 48/Professional Development Evaluation Form



NetDay Speak Up 2006

Teacher District Survey Results

District: NORTH SCHUYLKILL SD
 Results based on 144 surveys

1 What is your current job responsibility?

Response	# of teachers	% of teachers	Compare to National %
Classroom teacher	112	77%	68%
Instructional aide	0	0%	3%
Special education teacher	18	12%	7%
Curriculum specialist	3	2%	1%
Librarian or media coordinator	1	0%	3%
School technology coordinator	0	0%	2%
District technology coordinator	0	0%	0%
Administrator	2	1%	3%
Other	8	5%	8%

2 What grade(s) do you currently teach?

Response	# of teachers	% of teachers	Compare to National %
pre-K	1	0%	1%
K-2	25	17%	16%
3-5	24	16%	19%
6-8	20	13%	23%
9-12	52	36%	24%

Ungraded	2	1%	3%
All grades	20	13%	10%

3

What subject area do you currently teach? (Select one)

Response	# of teachers	% of teachers	Compare to National %
Multiple subject (elementary)	46	31%	33%
English	11	7%	8%
Math	10	6%	7%
Social Studies or History	11	7%	5%
Science	12	8%	6%
Foreign language	2	1%	1%
Visual and performing arts	6	4%	3%
Yearbook or Journalism	0	0%	0%
Physical education	5	3%	2%
Technology	5	3%	5%
Business	1	0%	1%
Vocational	3	2%	1%
Special education	14	9%	7%
English as a second language	1	0%	0%
Other	17	11%	14%

4

Thinking about other teachers at your school, do you consider yourself

Response	# of teachers	% of teachers	Compare to National %
An advanced tech user – more expert than most of your colleagues	32	22%	35%
An average tech user – the same as most of your colleagues	83	58%	53%
A beginner tech user – your skills are not as developed as your colleagues	28	19%	10%

5

What is your primary use of technology to support your teaching responsibilities?

Response	# of teachers	% of teachers	Compare to National %
Teaching and instructional support	70	49%	56%
Student assessment	9	6%	6%
Preparing students for standardized tests	3	2%	1%
Classroom management activities	14	9%	5%
Communications	14	9%	13%
Professional development	7	4%	2%
Student data & accountability	23	16%	12%
I do not use technology for any of these areas.	1	0%	1%

6

In which area has technology most improved your effectiveness as a teacher? (Choose one.)

Response	# of teachers	% of teachers	Compare to National %
Teaching and instructional support	67	46%	51%
Student assessment	10	6%	6%
Preparing students for standardized tests	2	1%	1%
Classroom management activities	12	8%	5%
Communications	13	9%	13%
Professional development	11	7%	3%
Student data & accountability	21	14%	12%
Technology has not had an impact in any of these areas	7	4%	2%

7

Which of these statements related to using technology for professional tasks do you strongly agree with? (Select any that apply.)

Response	# of teachers	% of teachers	Compare to National %
I am better able to engage my students in learning.	59	40%	52%
My lesson plans are richer because of	62	43%	52%

information from the Internet and multimedia.			
I have access to more accurate and up-to-date information.	98	68%	64%
I use textbooks and other print curriculum materials less frequently.	20	13%	20%
I am better able to connect my curriculum to state or local standards.	27	18%	30%
I am better able to meet the varying needs of students.	64	44%	48%
I am better able to assess my student's progress and identify performance trends more quickly.	29	20%	34%
I feel less isolated as a teacher.	18	12%	18%
I have more time for reflection on my teaching practices.	11	7%	7%
I communicate more with parents about their children's progress.	24	16%	40%
I communicate more with students about their own progress.	18	12%	21%
My teaching skills or content knowledge have improved because of online professional development.	37	25%	26%
None of the above	9	6%	3%

8 How have you communicated electronically with parents at your school this year? (Select all that apply.)

Response	# of teachers	% of teachers	Compare to National %
A class website or school website.	50	34%	37%
Email	59	40%	63%
A class blog	1	0%	1%
A school portal, like SchoolLoop	1	0%	3%
Other communication tools set up by my school to communicate with parents	12	8%	13%
The majority of my parents do not have Internet access.	2	1%	9%
I do not regularly communicate electronically with parents.	54	37%	20%

9

How have you communicated electronically with your students in the last month? (Select all that apply.)

Response	# of teachers	% of teachers	Compare to National %
A class website or school website	31	21%	26%
Email	19	13%	28%
Instant Messenger (IM)	2	1%	1%
A class blog	0	0%	1%
A wiki	0	0%	0%
A school portal	0	0%	3%
Other communication tools set up by my school to communicate with students	13	9%	9%
I do not regularly communicate electronically with students.	90	62%	48%

10

On a weekly basis, which professional tasks do you do using technology? (Check any that apply.)

Response	# of teachers	% of teachers	Compare to National %
Keep records such as grades and attendance	87	60%	67%
Word processing of tests, handouts, other materials	108	75%	76%
Research, prepare, and present lessons	86	59%	63%
Develop project-based learning activities	48	33%	34%
Learn about state and/or district standards	38	26%	31%
Participate in online professional development	17	11%	17%
Research information for my students	69	47%	52%
Conduct student assessments	17	11%	24%
Seek peer-to-peer advice or counseling outside of my school community	5	3%	11%
Access teaching materials online	74	51%	58%
Use a school content portal, for example Blackboard	4	2%	11%

Research special needs or learning disabilities	21	14%	16%
Research family and social services, medication, other health or behavioral issues	12	8%	10%
Communicate with district – forms, paperwork, etc	47	32%	46%
Update a class or school web page or create a webquest	17	11%	25%
Access the website of an educational association, such as NCTM, ISTE, etc.	22	15%	21%
Review and analyze student data	26	18%	32%
Contribute to a blog or create a podcast	1	0%	3%
None of the above	1	0%	1%

11

What obstacles do you face in using technology at school for professional tasks? (Select all that apply.)

Response	# of teachers	% of teachers	Compare to National %
Not enough computers	71	49%	39%
Computers are not conveniently located or easily accessible	44	30%	15%
Computers don't always work	94	65%	36%
Outdated software	25	17%	19%
Internet and computers aren't fast enough to download videos and other media	37	25%	21%
Lack of software or websites that support state or district standards	9	6%	10%
Lack of time in school day	85	59%	50%
Lack of time for planning	61	42%	39%
No reliable technology support	30	20%	10%
School filters and firewalls	19	13%	23%
Lack of support from administrators	5	3%	4%
Limited knowledge of how to use or integrate the technology	35	24%	13%
Not all students and families have computer access at home	46	31%	38%
No obstacles	2	1%	6%

Other obstacles	4	2%	6%
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12

Has the in-service training you have received through your school or district adequately prepared you for using technology for teaching?

Response	# of teachers	% of teachers	Compare to National %
Very much	4	2%	27%
Somewhat	111	80%	54%
Not at all	23	16%	9%

13

What is your preferred method for professional development?

Response	# of teachers	% of teachers	Compare to National %
Peer-to-peer and study teams	16	11%	19%
School or district-provided trainings	42	30%	27%
County office of education or educational services offices	1	0%	1%
Trainings from textbook, hardware, or software providers	4	2%	1%
Online course	5	3%	7%
In-school mentoring program	7	5%	5%
E-Mentors	0	0%	0%
Conferences sponsored by professional associations	19	13%	10%
University or college course	31	22%	5%
Podcasts or webcasts	0	0%	0%
Externships	0	0%	0%
Self-directed learning	5	3%	7%
Just-in-time online teaching support	0	0%	0%
Federal or state education department workshops or summer sessions	5	3%	3%
Other	3	2%	1%

14

In which areas related to technology would you like more professional development? (Select any that apply.)

Response	# of teachers	% of teachers	Compare to National %
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Productivity tools (e.g. how to use email, spreadsheets, presentation software, etc).	70	48%	30%
Institutional tools (student information systems, human resources)	35	24%	13%
Instructional tools (class management tools, website development, online grading)	77	53%	30%
Integrating technology into the curriculum (general theory)	53	36%	23%
Integrating technology into the curriculum (specific content areas)	60	41%	41%
Assessment tools and analyzing student data	45	31%	21%
How to teach in a classroom with a computer for every student	43	29%	23%
How to leverage new emerging technologies such as podcasts to improve my teaching	27	18%	27%
Other	2	1%	3%

15

Have you ever taken an online class or participated in distance learning for your own professional development?

Response	# of teachers	% of teachers	Compare to National %
Yes	43	31%	45%
No, not interested	43	31%	20%
No, but would like to	52	37%	24%

16

Have you ever taught an online class?

Response	# of teachers	% of teachers	Compare to National %
Yes, in addition to classroom teaching	5	3%	2%
Yes, online teaching only	0	0%	0%
No, but would like to	22	15%	24%
No, not interested	112	80%	62%

17

Please indicate which of the following are reasons you would support students taking an online class?

Response	# of teachers	% of teachers	Compare to National %
To take a class in a subject that's not offered at our school.	76	52%	55%
To take advanced classes or AP classes for college credit.	69	47%	42%
To get extra help in a subject they are having trouble with.	95	65%	57%
To help fit coursework into a busy schedule.	30	20%	30%
To get more individual attention from a teacher online.	39	27%	28%
For students who need to work independently at their own pace.	74	51%	52%
To keep a student in school if he/she were at risk for dropping out.	49	34%	45%
To aid students who are absent for long periods due to health or other circumstances	54	37%	49%
To experience online learning	44	30%	29%
To improve technology skills	50	34%	35%
I do not support students taking online classes	7	4%	4%
No opinion	13	9%	9%

18 Do you think that your school is doing a good job preparing your students to compete for the jobs and careers of the 21st century?

Response	# of teachers	% of teachers	Compare to National %
Yes	56	40%	47%
No	13	9%	14%
Not sure	59	42%	23%
No opinion	10	7%	4%

19 What is the primary use of technology in your classroom by your students?

Response	# of teachers	% of teachers	Compare to National %
Online research	29	21%	17%
Drills and other practice software	25	18%	11%

Assignments completed on a computer (a book report, presentation)	18	13%	12%
Learning basic computer skills (keyboarding, software application)	16	11%	8%
Learning advanced technical skills (digital photography, programming, web page development)	0	0%	1%
Simulations and interactive learning software or websites (not drill and practice)	6	4%	7%
Assessment and test-taking	8	5%	8%
Free play time for students	18	13%	4%
Technology is seamlessly integrated into all areas of learning in my classroom	5	3%	6%
None of the above	13	9%	11%

20 Do you think student performance and achievement has been enhanced by their use of technology for schoolwork or homework?

Response	# of teachers	% of teachers	Compare to National %
Very much	26	18%	27%
Somewhat	88	63%	46%
No	12	8%	7%
Not sure	13	9%	8%

21 If yes, in which areas has technology enhanced student performance? (Select any areas where you've seen improvement.)

Response	# of teachers	% of teachers	Compare to National %
Attendance	3	2%	7%
Discipline	2	1%	9%
Engagement in learning	76	52%	57%
Collaboration and/or Teamwork	23	15%	22%
Critical thinking and problem solving	31	21%	27%
Learning concepts and skills	37	25%	34%
Performance on standardized tests	17	11%	11%
None of the above	13	9%	7%

22

Which technology services do you think have the greatest potential to improve student success at school? (Select all that apply.)

Response	# of teachers	% of teachers	Compare to National %
A useful school website	68	47%	40%
Laptops for students to use at school	57	39%	41%
Laptops for students to take home	10	6%	23%
Computers in classrooms	114	79%	63%
Televisions and DVDs in classrooms	73	50%	37%
Access on the school network for storage or file sharing	20	13%	25%
Email accounts for students	25	17%	24%
Advanced computer classes	49	34%	31%
Online courses as an alternative for students	33	22%	27%
Assistive technology for students with special needs	49	34%	37%
Artificial intelligence such as self-grading writing programs	23	15%	14%
Tools that help parents and teachers communicate	54	37%	42%
Electronic student response systems	13	9%	17%
Translation devices	11	7%	14%
Handhelds or mp3 players for classroom use	7	4%	9%
Digital curriculum that augments textbooks and print curriculum products	36	25%	29%
None of the above	2	1%	1%

23

Under what circumstances should students be able to use their cell phones at school? (Choose your #1 answer)

Response	# of teachers	% of teachers	Compare to National %
To connect with parents about activities and plans	15	10%	7%
To connect with friends during the day	1	0%	0%
In case of emergency and for safety	81	58%	47%
To use the calendar tool, task lists, calculators, and other tools	1	0%	1%

For other tasks related to schoolwork	0	0%	1%
Cell phones should not be allowed at school at all.	40	28%	26%

24 Please rank the following skills in how important they are for your students' future. (Please rank from 1-10, with 1 being the most important and 10 being the least.)

Response	# of teachers	% of teachers	Compare to National %
Knowing how to think critically	33	23%	31%
Knowing how to solve problems	26	18%	14%
Working in teams and collaborating	7	5%	5%
Awareness of global issues	0	0%	1%
Communicating with others	10	7%	8%
Financial literacy: understanding about money and how business works	2	1%	1%
Learning new things independently	7	5%	2%
Work ethic: knowing how to be a good, responsible worker	26	18%	15%
Being creative and "thinking outside the box"	7	5%	3%
Knowing how to use technology	12	8%	9%

25 Why do you think it is important for your students to have good technology skills? (Select all that apply.)

Response	# of teachers	% of teachers	Compare to National %
Doing well in school	100	69%	64%
Finding a job	106	73%	69%
Success in college	110	76%	67%
Being well informed	93	64%	60%
Making money	44	30%	29%
Keeping in touch with family and friends	47	32%	39%
Being happy	22	15%	16%
Being a good citizen	24	16%	20%
None of the above	2	1%	2%

26

Many of these technology issues have been in the news lately. Which concern you the most for your students? (Choose any that apply.)

Response	# of teachers	% of teachers	Compare to National %
Online bullying (cyberbullying)	58	40%	37%
Privacy and security	91	63%	57%
Advertising and spam	24	16%	26%
Access to inappropriate websites	98	68%	57%
Digital divide - lack of access for all students to technology	28	19%	24%
Plagiarism and cheating	61	42%	42%
Not enough opportunities for girls with technology	2	1%	3%
Safety from online predators	91	63%	63%
Too much time on computers	55	38%	34%
None of the above	3	2%	1%

27

International comparisons of students indicate that American students are not as well prepared as students in other countries. Which skills do you think are essential for students to graduate with?

Response	# of teachers	% of teachers	Compare to National %
Career and/or vocational skills	62	43%	46%
Effective communication skills	104	72%	67%
Experience solving complex problems and thinking through new ideas	94	65%	61%
Willingness to give back to one's community	55	38%	40%
Ability to communicate in more than one language	25	17%	28%
Experience working with peers in another country	13	9%	14%
Ability to think creatively	87	60%	54%
Skills using technology to solve problems	69	47%	51%
Ability to work with diverse groups of people	69	47%	56%
Demonstrated knowledge and skills in the main academic areas	59	40%	44%
Ability to learn new skills independently	76	52%	51%

Preparedness for college or world of work 80 55% 56%

28 Do you think the math and science education at your school helps your students learn critical thinking and problem solving skills?

Response	# of teachers	% of teachers	Compare to National %
Yes	102	74%	61%
No	2	1%	6%
Not sure	33	24%	16%

29 In your class, what are the most effective strategies for students to learn mathematics? (Choose all that apply.)

Response	# of teachers	% of teachers	Compare to National %
Practice basic skills doing problems from textbook	73	50%	30%
Use computers to practice math skills	53	36%	24%
Use multimedia and interactive simulations	21	14%	18%
Solve math puzzles	38	26%	25%
Talk to people who use math in their careers	9	6%	8%
Solve problems and be creative with math	52	36%	35%
Use equipment like calculators	37	25%	21%
Apply the math to real-world situations	81	56%	46%
Learn math that will help them in future jobs	41	28%	21%
Other	3	2%	5%

30 In your class, what are the most effective strategies for students to learn science? (Choose all that apply.)

Response	# of teachers	% of teachers	Compare to National %
Support inquiry-based investigations	48	33%	37%
Visit places where they can see science in action	37	25%	25%
Talk to scientists about their careers	11	7%	11%
Use multimedia and interactive	38	26%	27%

simulations

Conduct research on the Internet	31	21%	21%
Use equipment like microscopes, probes, and other peripherals	45	31%	32%
Solve real life problems	57	39%	37%
Learn science that will help them in future jobs.	35	24%	18%
Other	5	3%	4%

31 What are your challenges in teaching science? (Choose any that apply.)

Response	# of teachers	% of teachers	Compare to National %
Lack of cohesive science curriculum plan	18	12%	10%
Lack of appropriate learning environment such as labs	34	23%	19%
Not enough instructional time for teaching science	40	27%	27%
Lack of school or district commitment	5	3%	4%
I am teaching outside of my area of expertise or certification	10	6%	4%
Lack of standards-based, quality resources	5	3%	5%
Lack of technology support	21	14%	8%
Lack of parent support	13	9%	6%
Need more professional development	16	11%	8%
Other	12	8%	9%

32 Which of the following online resources would be useful to teaching your key curriculum areas?

Response	# of teachers	% of teachers	Compare to National %
A list of good websites for my subject area	94	65%	55%
A collection of lesson plans organized by subject area	71	49%	50%
A compilation of research links related to specific content areas	55	38%	34%
A test-bank with items to build my own assessments	47	32%	32%

A collection of streaming videos to support my lessons	49	34%	40%
Interactive simulations to support my lessons	40	27%	37%
Online experiments to use with my class	45	31%	29%
All-in-one, complete courseware	23	15%	14%
Interchangeable modules to create my own course	13	9%	14%
Just-in-time online teaching support	7	4%	10%
Nuggets of teaching ideas and background information by topic areas	33	22%	24%
Videos of teaching demonstrations by teachers in my content area	26	18%	21%
Blogs, or message boards for teachers where they can share success stories, and struggles and challenges	12	8%	11%
None of the above	7	4%	3%

33

When selecting online resources for your classroom, which of these are most important to you? (Select any that apply.)

Response	# of teachers	% of teachers	Compare to National %
Accurate subject matter	84	58%	57%
Grade-level appropriateness	103	71%	61%
Cost: content is free	69	47%	47%
Cost: content is very affordable	18	12%	15%
Easy to search and find resources	61	42%	44%
Built-in assessments	44	30%	25%
Aligned to standards	56	38%	41%
Compelling graphics and design	20	13%	20%
Interactivity	54	37%	36%
Available in Spanish or other languages	6	4%	10%
Accessible to students with special needs	32	22%	21%
Ability to customize and organize content for my classroom	45	31%	30%
Ability to self-publish content to share with other teachers	9	6%	8%
Safety and privacy issues addressed	37	25%	22%
Content comes from a reputable	38	26%	25%

company or organization			
Content is tested and reviewed by teachers	35	24%	24%
None of the above	0	0%	0%
I am not involved in selecting online content for my classroom	15	10%	7%

34

A new, emerging trend in digital content is called "open educational resources." These online resources are available over the Internet so that teachers can use, adapt, and re-use the resources easily. Which of these statements describe your interest in this new trend?

Response	# of teachers	% of teachers	Compare to National %
I would be interested in learning more about using open educational resources	97	67%	56%
I would be interested in sharing ideas and success stories with other teachers	6	4%	13%
I would be interested in contributing lessons and content to be shared with other teachers	12	8%	11%
I would be interested in accessing content that I could modify and use for my own purposes	41	28%	33%
I am not interested in using open educational resources; my school has a pre-set curriculum	5	3%	4%
I am not interested in using open educational resources; I do not use curriculum resources from the Internet	10	6%	5%

35

In the last 12 months have you used teaching resources from the Internet? (Select any that apply.)

Response	# of teachers	% of teachers	Compare to National %
I used a lesson plan or other resource that I found online.	63	43%	41%
I modified a lesson plan or other resource that I found online.	61	42%	45%
I reviewed lesson plans and other online resources to get ideas for my own new "home-grown" lesson plans.	53	36%	37%
I posted a lesson plan online that I had developed for other teachers to use.	4	2%	4%

I updated my own lesson plan or classroom activity with resources that I found online.	38	26%	28%
None of the above	29	20%	14%

36 Are you involved in decisions about technology?

Response	# of teachers	% of teachers	Compare to National %
Yes, at my school	18	13%	28%
Yes, in my district	8	5%	4%
No, not interested	58	42%	25%
No, but would like to be involved	53	38%	23%

37 If you were designing a new school today for teachers just like you, which of these would be essential?

Response	# of teachers	% of teachers	Compare to National %
Wireless laptops for every student to use at school	71	49%	46%
Wireless laptops for every student that can be taken home	12	8%	21%
Online textbooks	44	30%	31%
Digital cameras, video equipment, and a film studio	43	29%	40%
Teachers and students using mp3 players (iPods) for lessons and assignments	13	9%	14%
Email, IM, and blogs used by teachers, students, and parents to communicate	49	34%	40%
Seamless communication between teachers and parents regarding student attendance, performance, and work.	47	32%	42%
Interactive white boards in every classroom	82	56%	46%
Time everyday for students to work independently on the computer	60	41%	44%
Time everyday for students to work on projects in groups	53	36%	38%
Embedded professional development time and a variety of options for	57	39%	38%

methods.

Option for students to take classes online	16	11%	17%
Other <input type="text"/>	1	0%	3%

38 There's a lot of talk in the news about America's economic competitiveness and the need to improve education. What do you think is the #1 thing that your school or district should do to make sure that your students are well prepared to compete for jobs in the future and be good citizens of the world?

NOTE: Text responses too numerous to display. Highlights and summaries will be included in the national report. Please contact speakupday@netday.org to order your district's report complete with open-ended responses.

39 There continues to be a lot of discussion nationwide about the impact of technology on teaching and learning. What would you say has been the most important impact(s) of technology on your own teaching practice?

NOTE: Text responses too numerous to display. Highlights and summaries will be included in the national report. Please contact speakupday@netday.org to order your district's report complete with open-ended responses.

40 What is your computer and Internet access at home?

Response	# of teachers	% of teachers	Compare to National %
A computer with no Internet access	1	0%	2%
A computer with "dial-up" or slow Internet access	31	23%	14%
A computer with "DSL," "Cable" or fast Internet access (not wireless)	56	43%	28%
A computer with "DSL," "Cable" or fast Internet access (wireless)	37	28%	28%
I do not use a computer at home	5	3%	2%

41 At the end of this school year, how many years of teaching experience will you have? (Include both public and private school experience)

Response	# of teachers	% of teachers	Compare to National %
1-3	23	17%	11%

4-10	35	26%	22%
11-15	9	6%	13%
16+	63	48%	30%

42 Age

Response	# of teachers	% of teachers	Compare to National %
Under 29	24	18%	12%
30-39	38	28%	19%
40-49	22	16%	19%
50-59	47	35%	22%
60-69	1	0%	3%
70 +	0	0%	0%

43 Gender

Response	# of teachers	% of teachers	Compare to National %
Female	85	66%	61%
Male	43	33%	14%

44 Race or cultural identity

Response	# of teachers	% of teachers	Compare to National %
American Indian/Alaskan Native	0	0%	1%
Asian	1	0%	0%
Black/African-American	1	0%	5%
Caucasian/White (non-Hispanic)	123	97%	61%
Hispanic/Latino	1	0%	3%
Native Hawaiian/Other Pacific Islander	0	0%	0%
Other	0	0%	1%

45 Highest level of educational attainment

Response	# of teachers	% of teachers	Compare to National %
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Bachelor's degree	31	24%	17%
Teaching certificate - elementary/multiple subject	18	13%	9%
Teaching certificate - single subject	9	6%	4%
Masters degree in education	60	46%	33%
Masters degree other than education	11	8%	7%
Doctorate degree	0	0%	1%

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2006-2007 North Schuylkill School District Professional Development Needs Assessment

The following needs assessment of North Schuylkill's educational and staff development needs was conducted during the week of December 18-22, 2006. It was administered online through a portal on the district web page. Student and parent surveys have also been conducted in this manner:

1. Including this year, how long have you been teaching?

1-3 years	18.94%	25
4-8 years	21.21%	28
9-14 years	8.33%	11
15+ years	51.52%	68
<i>Total Responses</i>		<i>132</i>

2. What is your preferred time/day of week for scheduling continuing professional education courses during the school year?

Evenings Monday through Thursday	68.18%	90
Saturdays	12.88%	17
Other	18.94%	25
<i>Total Responses</i>		<i>132</i>

3. What is your preferred time of the year for scheduling continuing professional education courses?

Fall (September-November)	21.97%	29
Spring (February-May)	21.97%	29
Summer (June-August)	50.76%	67
Other	5.30%	7
<i>Total Responses</i>		<i>132</i>

4. Please indicate whether you would be interested in professional development related to the following topics: Designing varied methods of student assessments and using assessment data to design instruction.

Yes	66.41%	87
No	23.66%	31
Not applicable to current assignment	9.92%	13
<i>Total Responses</i>		<i>131</i>

5. Using technology to assess, remediate or accelerate student skills and knowledge in the classroom

Yes	83.21%	109
No	9.92%	13
Not applicable to current assignment	6.87%	9
<i>Total Responses</i>		<i>131</i>

6. Design and implement rubrics to clarify teacher expectations.		
Yes	62.12%	82
No	30.30%	40
Not applicable to current assignment	7.58%	10
<i>Total Responses</i>		<i>132</i>
7. Adopting Pennsylvania Assessment Anchors to design instruction.		
Yes	62.88%	83
No	28.03%	37
Not applicable to current assignment	9.09%	12
<i>Total Responses</i>		<i>132</i>
8. Establishing a climate for learning		
Yes	80.77%	105
No	16.92%	22
Not applicable to current assignment	2.31%	3
<i>Total Responses</i>		<i>130</i>
9. Effective discipline strategies		
Yes	80.31%	102
No	18.11%	23
Not applicable to current assignment	1.57%	2
<i>Total Responses</i>		<i>127</i>
10. Dealing with bullying, harassment and hazing.		
Yes	74.05%	97
No	23.66%	31
Not applicable to current assignment	2.29%	3
<i>Total Responses</i>		<i>131</i>
11. Managing student diversity.		
Yes	69.47%	91
No	28.24%	37
Not applicable to current assignment	2.29%	3
<i>Total Responses</i>		<i>131</i>
12. Using strategies that enhance critical thinking, reasoning and problem solving skills.		
Yes	88.55%	116
No	9.92%	13
Not applicable to current assignment	1.53%	2
<i>Total Responses</i>		<i>131</i>
13. Providing differentiated and flexible instruction.		
Yes	85.38%	111
No	13.08%	17
Not applicable to current assignment	1.54%	2

Total Responses 130

14. Implementing early intervention techniques with at-risk students.

Yes	74.24%	98
No	18.94%	25
Not applicable to current assignment	6.82%	9

Total Responses 132

15. Using curriculum mapping to ensure alignment with Pennsylvania state standards.

Yes	56.15%	73
No	38.46%	50
Not applicable to current assignment	5.38%	7

Total Responses 130

16. Adapting instruction, materials and assessment for individualized instruction.

Yes	73.28%	96
No	23.66%	31
Not applicable to current assignment	3.05%	4

Total Responses 131

17. Measuring achievement through progress monitoring.

Yes	70.00%	91
No	26.15%	34
Not applicable to current assignment	3.85%	5

Total Responses 130

18. Making instructional decisions based on student data.

Yes	77.86%	102
No	19.08%	25
Not applicable to current assignment	3.05%	4

Total Responses 131

19. Demonstrating effective skills when communicating with students, parents, staff and community members.

Yes	83.33%	110
No	15.91%	21
Not applicable to current assignment	0.76%	1

Total Responses 132

20. Using various self-evaluation models to evaluate effectiveness.

Yes	67.69%	88
No	30.77%	40
Not applicable to current assignment	1.54%	2

Total Responses 130

21. Safe crisis management

Yes	79.55%	105
No	18.94%	25
Not applicable to current assignment	1.52%	2
<i>Total Responses</i>		<i>132</i>

22. School law.

Yes	74.24%	98
No	24.24%	32
Not applicable to current assignment	1.52%	2
<i>Total Responses</i>		<i>132</i>

23. Dealing with stress and burnout.

Yes	81.68%	107
No	16.79%	22
Not applicable to current assignment	1.53%	2
<i>Total Responses</i>		<i>131</i>

24. Should North Schuylkill offer college credit in-service even though part of the course may have to continue after normal working hours or on a Saturday (extra hours would be optional for those who want the credit)?

Yes	89.31%	117
No	10.69%	14
<i>Total Responses</i>		<i>131</i>

25. Would you be willing to attend Saturday workshops which offered training on North Schuylkill-specific technology applications (eSchoolBook, Smartboard, the Harcourt Math Series, etc.)?

Yes	49.24%	65
No	50.76%	67
<i>Total Responses</i>		<i>132</i>

26. Would you be willing to attend after school workshops which offered training on North Schuylkill-specific technology applications (eSchoolBook, Smartboard, the Harcourt Math Series, etc.)?

Yes	90.91%	120
No	9.09%	12
<i>Total Responses</i>		<i>132</i>

27. Any topic not listed on this survey you would like to see offered.

Responses: "common planning time in new building (all subject areas);" "Topics related with foreign language;" "successive inclusion practices."

PROVIDERS

STATE AND NATIONAL PROFESSIONAL ORGANIZATIONS

PSBA - Pennsylvania School Board Association

NEA- National Education Association

PSEA - Pennsylvania State Education Association

NASSP - National Association of Secondary School Principals

NAESP - National Association of Elementary School Principals

PAESP - Pennsylvania Association of Secondary and Elementary School Principals

NMSA - National Middle Schools Association

ASCD - Association for Supervision and Curriculum Development

PSLA - Pennsylvania School Library Association

PSCA - Pennsylvania School Counselors Association

NASA - National Aeronautics and Space Administration

IRA – International Reading Association

SCRA – Schuylkill County Reading Association

KSRA – Keystone Reading Association

PNA – Pennsylvania Nurses Association

CEC – Council for Exceptional Children

NORTH SCHUYLKILL SCHOOL DISTRICT ACT 48
PROFESSIONAL DEVELOPMENT EVALUATION

Completed by Employee. Please Print.

Title of Activity _____

Type of Activity : _____ Presenter _____

Date: _____

PLEASE RESPOND TO EACH ITEM BY CIRCLING THE NUMBER WHICH BEST DESCRIBES YOUR
(5=EXCELLENT THROUGH. 1=POOR)

	"Excellent			Poor	
1. Course/activity was well organized.	5	4	3	2	1
2. Course/activity objectives were clearly stated.	5	4	3	2	1
3. Activities and assignments were relevant to objectives.	5	4	3	2	1
4. All necessary materials/equipment/resources were provided or made readily available.	5	4	3	2	1
5. The Instructor was well prepared for class.	5	4	3	2	1
6. The instructor was knowledgeable in the subject area.	5	4	3	2	1
7. The manner of presentation of the material was clear.	5	4	3	2	1
8. The instructor employed effective teaching	5	4	3	2	1
9. The Instructor was objective and equitably interacted with the class.	5	4	3	2	1

Briefly, what were the strengths of this activity?