

Professional Development to Support Student Achievement

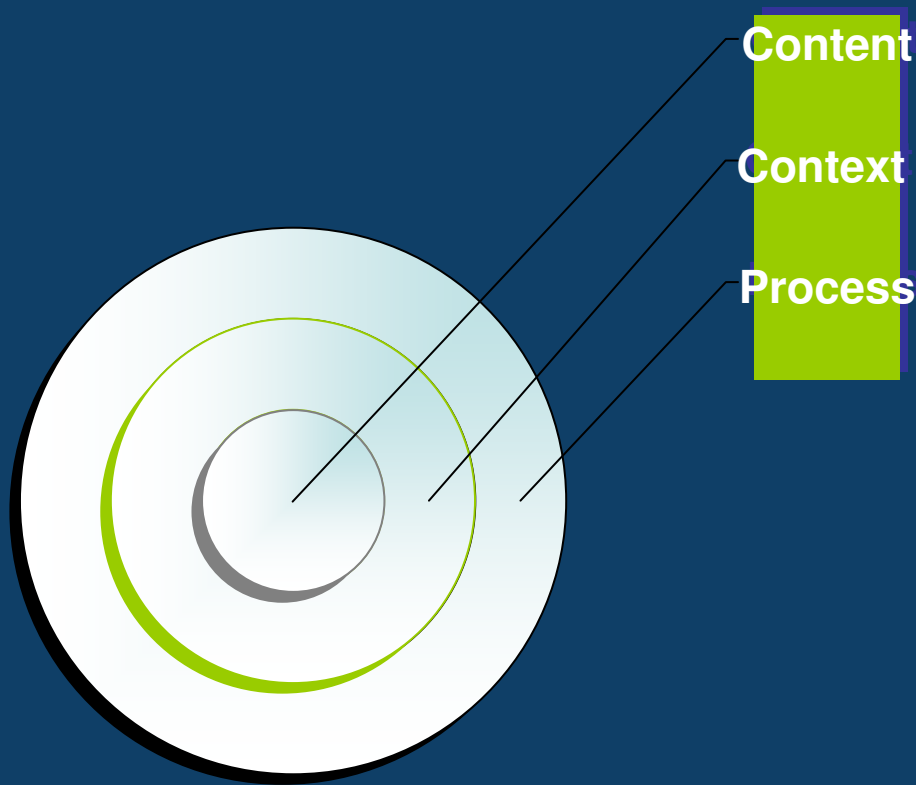
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**Professional
Learning**

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Nested Process



Drives professional development toward results

Frames the planning process

Addresses all necessary components of professional learning

All Aboard!

National Staff Development Council Standards

Context	Process	Content
<p>* Organizes adults into learning communities whose goals are Aligned with those of the school and district. (Learning Communities)</p> <p>* Requires skillful school and district leaders who guide Continuous Instructional improvement. (Leadership)</p> <p>* Requires resources to support adult learning and collaboration. (Resources)</p>	<p>* Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)</p> <p>* Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</p> <p>* Prepares educators to apply research to decision making. (Research-Based)</p> <p>* Uses learning strategies appropriate to the intended goal. (Design)</p> <p>* Applies knowledge about human learning and change. (Learning)</p> <p>* Provides educators with the knowledge and skills to collaborate. (Collaboration)</p>	<p>* Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)</p> <p>* Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)</p> <p>* Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)</p>

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5 Strands – 12 Standards

STRAND I
CURRICULUM
Equity
Family
Involvement
Quality Teaching

STRAND II
INSTRUCTION
Design
Collaboration

STRAND III
ASSESSMENT
Data-Driven
Evaluation

STRAND IV
DIFFERENTIATION
Learning
Research-Based

STRAND V
CONTINUOUS
IMPROVEMENT
Learning Communities
Leadership
Resources

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Professional Development Framework

Curriculum	Instruction	Assessment	Differentiation	Continuous Improvement
What we teach The plan, design, sequence and pacing of content.	How we teach The delivery and strategies used.	How we measure what we teach Formative and summative assessment.	Who we teach and their families The learning process	What we know and do as educators Monitoring the quality of student learning
Phase I: Districtwide Curriculum Redesign 2008-2009*	Phase II: Districtwide Instructional Model Adoption 2009-2010*	Phase III: Districtwide Assessment Model Adoption 2009-2010*	Phase IV: Districtwide Differentiation Model Adoption 2010-2011*	Phase V: Continuous Improvement Model Adoption 2011-2012*

*Dates may be modified as deemed necessary

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Major Proposed Changes

- Increase in professional development requirements to include 30 instructional credit hours (duty/contract).
- Shift from content-focused professional development to a diversified approach including instructional practices.
- Use of a variety of emerging technologies to deliver professional development.
- Addition of one compensation day to allow for two exchange days to all campus staff; November 23 & 24. Extension of deadline for completion of requirements to May 1, 2009.
- Pay Reduction for Non-completion of Professional Development Requirements

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Professional Development Calendar

August 11	August 12	August 13	August 14	August 15
New Teacher Academy	New Teacher Academy	New Teacher Breakfast (AM) Mentor Program (PM)	Districtwide	Campus-based
August 18	August 19	August 20	August 21	August 22
Campus-based	Districtwide	Health Fair Convocation (AM) Campus-based (PM)	Districtwide	Health Fair Teacher Workday
October 13	November 24	November 25	January 16	May 4
Parent Conference	Exchange Days	Exchange Days	Districtwide	Service Pin Recognition (AM) Campus-based (PM)
June 5				
Teacher Workday				

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Professional Development Schedule

District-driven & delivered professional development	6 ½ days
Campus-based & delivered professional development	3 days, includes two half-days
District Sponsored Events	1 ½ days, includes Convocation, New Teacher Breakfast & Service Pin Recognition
Teacher Workdays	3 days, includes Parent Conference
Individually determined professional development 2 (exchange days)	2 days (Exchange Days)
TOTAL	16 days

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42 Hour Requirement

(12 hours)

Non-duty/Non-contract

- District-sponsored (Afterschool / Summer)
- Online & eCourses
- Super Saturdays (2)
- Book Studies
- Region X ESC
- Conferences
- Graduate Coursework
- Model Classrooms

(30 hours)

Duty/Contract

- Campus-based Days
- Districtwide Days
- Professional Learning Communities (During the School Day)
- Vertical & Team Instructional Planning
- Study Groups
- Coaching / Observations

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Professional Development

“The purpose of professional development is not just to implement instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long term capacity for change.” -Michael Fullan

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