

## **5. Professional Development Program**

All internal proposals must adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

Faculty meetings will be held every Tuesday from 2:15pm to 3:15pm. These meetings will address District and school policies, professional development, and address community/team building topics. Professional development will be aligned with student needs and specifically, address the following topics:

- a. SDAIE strategies
- b. Writing Workshops
- c. Cultivating conversation in the adolescent classroom
- d. Technology in the classroom: A primer for integrating technology in teacher practice and classroom instruction
- e. Differentiation
- f. Using student data to improve student learning
- g. Advisory training
- h. Vertical team planning
- i. Integrating reading / Art/ English/ math/ concepts and vocabulary in various content areas using cognitive tools: visualization and portfolio
- j. How to use project based learning
- k. Homework help for students
- l. Communication / circle from best practices
- m. Interdisciplinary Teams: reinforcing sequential curriculum
- n. Multiple intelligences & Habits of mind

### **A. Professional Development**

Creating an effective professional development program is critical to school reform, teacher instructional success, and student achievement (Boone, 2009). Effective professional development model incorporates school-site teacher, administrator, staff, and parents through collaboration, coherence, relevance, sustainability, and evaluation. Our professional development plan will be modeled as a community of practice that will be informed by professional needs of staff and teachers and specific needs and wishes of parents related to social, ethical, emotional, physical, and academic goals. A parent survey will be created to gather data about parents' wishes by providing input that will delineate professional needs. Effective professional development uses constructivist learning theory. Constructivist theory is “a theory of learning that has emerged from a theory of knowing, doing, and most importantly through lived-experiences, resulting in the process of encountering new experiences leading to reflective interpretation within a social context, the individual learns and comes to know” (Dewey, 1938; Brown, Collins, & Duguid, 1989; & Walker, 2002). The incorporation of cognitive tools, particularly, thinking maps and a social cultural assessment metric from the State of Kentucky Council on School Performance Standards will assist teachers with better identifying students needs. The aforementioned strategies, in conjunction

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with a reflection, will further focus professional dialogue on student learning, building a culture of collaboration, and results-oriented goals; in cooperation with the three relevant questions to engage in students' learning:

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

The use of constructivist learning theory will enhance professional discourse related to the identification of individual student needs versus the current ineffective rating method. An inquiry-driven cycle will be congruently aligned with the design, implementation, and development of this PD Plan (Davidson, 2009a). Lastly, the following ideas are essential components necessary in the cultivation of a reflective professional community (adapted from Benitez, Davidson, & Flaxman, 2009):

- Knowing what adult learners need
- Cultivating a mission-driven school-wide learning community
- Developing a culture of accountability and trust
- Establishing effective communication structures for equity-based to develop communities of practice (*CoP*)
- Implementation of effective professional development
- Making time for both vertical & horizontal curriculum communities of practice
- Participating in learning communities beyond the school

To support teacher professional development, administrators will demonstrate instructional and educational leadership through demonstration of the "California Professional Standards for Educational Leaders Six Standards." The "California Standards For The Teaching Profession" will guide teachers' professional development programs. Professional development will use data approaches to enhance teacher learning and application of instructional strategies for student achievement. Required roll book data collection sessions will be utilized to build a professional community whose domain sets the tone for common norms, shared language, and a sense of purpose centered around a results-oriented and thriving levels of participation and engagement professional community

### **B. Teacher Orientation**

At the beginning of the school year, teachers, administrators, parents, and student leaders will participate in aligning the school's vision and mission, and developing curriculum and discipline plans. Teachers will also will participate in school-wide and PLC based professional development. This will foster communication of current year's expectations of school teaching and learning. Furthermore, these meetings will incorporate outside professional development instructional strategies for the Arts, math, science, English, and history teaching.

This will familiarize teachers with district curriculum and content teaching. Professional development will use AFT's Educational Research and Dissemination program to teach research based strategies for interactive instruction, effective homework, and academic time on task. At the beginning of the school year, teachers, administrators, parents, and student

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leaders will participate in aligning the school's vision and mission, introducing assessment tools, introducing GATE identification criteria, and developing curriculum and discipline plans. This will foster communication of current year's expectations of school teaching and learning. Furthermore, these meetings will incorporate outside professional development instructional strategies for math, science, English, and history teaching.

To support new and existing teachers, "team support networks (TSNs)" will be implemented to support new teachers, struggling teachers, and teachers that want additional supports from colleagues. The TSNs will be composed of a two-person teacher selected network consisting of teachers, administrators, and/or out-of-classroom personnel. The TSN members will provide instructional guidance, observational feedback, and team teaching. In addition to these aspects, TSNs will assist new and existing teachers with how to use data to drive instruction.

### C. PD Calendar

The Professional Development calendar will be consistent with the LAUSD Collective Bargaining Agreement. PD sessions will be scheduled weekly with agenda approval given by the leadership team, with representative participation of all stakeholders. Calendar and topics will be scheduled based on current needs of students, faculty, staff, and parents.

#### Tentative Calendar

**August:** Data & our Vision - Using Inquiry to build change  
Orientation to school philosophy, vision, & norms,  
Student driven design, project-based learning,  
Portfolios and reflection, and introduction to cognitive tools  
Discipline & Behavior- Block-scheduling  
Criteria for identifying GATE students  
Audio-visual equipment training, broadcasting and educational enhancement across the curriculum

**September:** SDAIE: Focus will be on integrating reading and writing throughout the curriculum.

**October:** Curriculum Mapping - Content & Thinking, resulting in thematic broadcasting of content

**November:** Lesson Study format design and reflection (Critical-friend protocol)

**December:** Using Technology as art, logic, & expression

**January:** Student work/portfolio (written, drawn, performed) as a palette for correction, "New-teach", and course adjustment. GATE criteria reinforced.

**February:** Model school visits

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**March:** Arts awareness: revisiting the Arts and Communication focus

**April:** Revisiting use of cognitive tools (web, Venn diagrams, thinking maps, matrix, portfolio, video broadcasts) and sharing best practices

**May:** Reflection, assessment and course correction

**June:** Projections/anticipations for next school year

### **D. Program Evaluation:**

In addition to connecting teacher evaluation to effective professional development, PLC goals and outcomes, other professional development activities will be assessed on a regular basis to ensure productivity, quality, and satisfaction. Professional development evaluation has been vital in determining teacher learning progress and effective professional development programs (Boone, 2009). Coherent and effective professional development and evaluation of teacher interests are imperative in enhancing teacher instructional practices and satisfaction, and student achievement (Boone, 2009; Champion, 2003; Halawah, 2005; Lowden, 2005). A principle of the professional community Professional development should be evaluated using these four characteristics:

1. Teachers experience effective professional development.
2. The professional development increases teachers' knowledge and skills and/or changes their attitudes and beliefs.
3. Teachers use their new knowledge and skills, and perception to improve the content of their instruction, their approach to pedagogy, or both.
4. The instructional changes foster increase student learning. (Desimone, 2009, p. 5)