

**NMCUSD Comprehensive Professional Development Plan  
January 2022 - September 30, 2026**

**Instructional Vision**

*Dreaming, Engaging, and Achieving Together*

NMCUSD District Mission: An innovative community school system, we equip preschool (infants) to adult students with the skills, knowledge and attitudes they will need to pursue their life goals responsibly and creatively in a radically changing society.

Our Belief Statement: We believe in our students, our families, and our community. What we dream, engage in, and achieve together matters!

Vision for Learning: We have a system where all students know that all adults believe in them and support them; where students have access to opportunities and have many options for success; and where we all work collaboratively, with shared responsibility to ensure that EACH child succeeds and thrives.

**Local Control and Accountability Plan Highlights**

LCAP Goal 1 Rigorous, Equitable Instruction	LCAP Goal 2 College and Career Readiness	LCAP Goal 3 Student Engagement and Connectedness	LCAP Goal 4 Parent & Community Engagement
<ul style="list-style-type: none"> <li>• Provide a guaranteed &amp; viable curriculum in all content areas</li> <li>• Maintain a collaborative structure for data analysis &amp; progress monitoring</li> <li>• Implement diverse learning models</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with applied or project based learning experiences to support real world skill development</li> <li>• Purchase Educational Technology licenses and software</li> </ul>	<ul style="list-style-type: none"> <li>• Provide staffing to support MTSS implementation</li> <li>• Conduct individual, small group, and classroom lessons &amp; activities</li> <li>• Enhance the outdoor learning spaces for students on each campus</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Parent Cafecitos for building relationships, understanding, and engagement with families</li> <li>• Translate written, oral and multimedia communications</li> </ul>

**District Priorities, Actions, Tracking, & Deliverables**

*\*Educator Effectiveness Block Grant Components Addressed are Highlighted in Yellow*

District Priorities	Actions	Tracking Actions (evidence of the planned actions)	Deliverables (evidence of impact)
<p><b>Long-range Goal 1:</b> Develop coherent curriculum to ensure alignment of learning standards (vertically, horizontally), instructional materials, assessments and grading practices, and instructional techniques that support developmentally appropriate, clear learning expectations.</p> <p>1a. Implementation of the Achievement Team Process</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li>• <b>In Support of Achieving LCAP Goal: 1</b></li> <li>• <b>EEBG Component Addressed: 2</b></li> </ul> <p><i>“Programs that lead to effective, standards- aligned instruction and improve instruction in literacy across all subject areas....”</i></p>	<ol style="list-style-type: none"> <li>1. <b>Achievement Teams Certification for All Instructional Leads</b> (Resource Code: 6266 yr 2-5) - Achievement Teams™ is an experiential and effective four-step protocol centered around Collective Teacher Efficacy - a shared belief that educators can have a greater impact on student achievement when they work together. Achievement Teams ensure continuous improvement and better student outcomes by providing a structure for teachers to collaboratively reflect, identify areas of need, and select optimal instructional approaches to respond to those needs. Certification could include up to three days of training taking place over the summer. Summer Certification offered in years 3-5 to support IL turnover and provide training to classified staff in an instructional role.</li> <li>2. Arts Integration ~ An Approach to Teaching (Resource Code: 0940)             <ol style="list-style-type: none"> <li>a. Coursework</li> <li>b. On Site Professional Development and Coaching with Teaching Artist</li> </ol> </li> <li>3. Curriculum Mapping Connected to Career Pathways In support of the district’s current and future career pathways, a focus on curricular mapping of the 4-6 year course sequence students would need to successfully complete to earn industry certification and/or enter a post-secondary program in that pathway. This work in curricular mapping would support collaborative conversations between content area teachers, CTE teachers, administrators, counselors, and industry and post-secondary partners to identify key skills and content area standards that align to the focus of a particular pathway.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Achievement Teams Certification</b> <ul style="list-style-type: none"> <li>o Workshop Agendas</li> <li>o Sign-In Sheets</li> <li>o Certification copies</li> </ul> </li> <li>2. Arts Integration ~ An Approach to Teaching             <ul style="list-style-type: none"> <li>o Coursework Agendas</li> <li>o Group Timesheets</li> <li>o PD &amp; Coaching Schedules</li> </ul> </li> <li>3. Curriculum Mapping Connected to Career Pathways             <ul style="list-style-type: none"> <li>o Meeting Agendas</li> <li>o Sign-In Sheets</li> <li>o Handouts/Supporting Documents</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Achievement Teams Certification</b> <ul style="list-style-type: none"> <li>o Pre- &amp; post- Survey Results</li> <li>o Short-Cycle Student Assessment data</li> <li>o Let’s Go Learn Data</li> <li>o AT meeting notes</li> <li>o AT Observation Notes</li> </ul> </li> <li>2. Arts Integration ~ An Approach to Teaching             <ul style="list-style-type: none"> <li>o Pre and post teacher and learner surveys</li> <li>o Notes from Student Engagement walkthrough tool</li> </ul> </li> <li>3. Curriculum Mapping Connect to Career Pathways             <ul style="list-style-type: none"> <li>o 7-12 Curriculum Mapping Documents Connected to CTE Pathways</li> <li>o District/Site Course Manual/Handbook</li> <li>o Data on Student Enrollment by Pathway</li> <li>o Industry Pathway certification data                 <ul style="list-style-type: none"> <li>o participation/completion</li> </ul> </li> </ul> </li> </ol>
<p><b>Long-range Goal 1:</b> Develop coherent curriculum to ensure alignment of learning standards (vertically, horizontally),</p>	<ol style="list-style-type: none"> <li>1. Professional development for site and district level MTSS Team members and site instructional leads on the MTSS Handbook/Matrix in its entirety, including SSTs, Section</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development - Tiered Academic Intervention/Positive Behavior Supports</li> </ol>	<ol style="list-style-type: none"> <li>1. MTSS Handbook/Matrix Documents             <ul style="list-style-type: none"> <li>o Learning Progressions</li> </ul> </li> </ol>

<p>instructional materials, assessments and grading practices, and instructional techniques that support developmentally appropriate, clear learning expectations. 1b. Multi-tiered System of Support Site Team Implementation</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li><b>In Support of Achieving LCAP Goals: 1, 3</b></li> </ul>	<p>504, positive behavior supports, and tiered academic interventions and supports (from CCEIS Project Plan Year 1).</p> <p>2. Professional development on the implementation of Section 504 Procedure. Provide targeted professional learning to all 504 school-site coordinators and counselors on appropriate utilization of SIRAS database to store and monitor all 504 plans on a quarterly basis (from CCEIS Project Plan Year 1).</p> <p>3. Universal Design for Learning (Resource Code: 0940) UDL is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know. Training could include using UDL thinking to develop lesson plans that help all kids. Additionally, training could take place in person and/or online with asynchronous and synchronous activities.</p>	<ul style="list-style-type: none"> <li>Professional Development Agendas</li> <li>Sign-In Sheets</li> <li>Handouts/Documents</li> </ul> <p>2. Professional Development on Section 504 Implementation</p> <ul style="list-style-type: none"> <li>Professional Development Agendas</li> <li>Sign-In Sheets</li> <li>Handouts/Documents</li> </ul> <p>3. Professional Development on Universal Design for Learning</p> <ul style="list-style-type: none"> <li>Professional Development Agendas</li> <li>Sign-In Sheets</li> <li>Handouts/Documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Calendars</li> <li>Grading Policy Documents</li> <li>Synergy Reports-Majors/Minors</li> <li>Team Meeting Notes/Minutes that reflect the use of data to inform instructional decisions and/or positive behavior supports</li> </ul> <p>2. Professional Development on Section 504 Implementation</p> <ul style="list-style-type: none"> <li>Copies of 504 plans</li> <li>Synergy Reports <ul style="list-style-type: none"> <li>Grades/Attendance for students on 504 plans</li> </ul> </li> </ul> <p>3. Professional Development on Universal Design for Learning</p> <ul style="list-style-type: none"> <li>Low inference notes from focused classroom walkthroughs</li> <li>Notes/minutes from team meetings</li> <li>Sample curricular documents</li> </ul>
<p><b>Long-range Goal 1:</b> Develop coherent curriculum to ensure alignment of learning standards (vertically, horizontally), instructional materials, assessments and grading practices, and instructional techniques that support developmentally appropriate, clear learning expectations. 1b. Multi-tiered System of Support Site Team Implementation</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li><b>In Support of Achieving LCAP Goals: 1, 3</b></li> </ul>	<p>1. Professional Development of the Universal SEL Screener (<i>DESSA Implementation Plan, Suite 360, ASQ</i>) (Resource Code: 0940) For example, site administrative teams are trained first using the “Train the Trainer model. Site administrative teams train their staff prior to roll out.</p> <p>2. SEL Curriculum Professional Development (Resource Code: 0940) - For example, curriculum training could include continued coaching &amp; implementation support for elementary. Once secondary SEL curriculum is identified, training could include online and/or in person support and coaching.</p> <p>3. Tier 1 Positive Behavior, Interventions, and Support (PBIS) Best Practices Training (Resource Code: 0940) For example, training could include Trauma Informed Practices training and de-escalation strategies training for all, including classified staff.</p> <p>4. Training and ongoing professional development to school administrators, teachers, and staff to foster a safe and healthy play before, during and after school (Resource Code: 0940) For example, professional development could include a mix of in-person and online training with coaching and consultative support. The focus would be to create play environments that help kids be their best. Targeted age groups: preschool &amp; elementary, but could extend through eighth grade.</p>	<p>1. Professional Development of the Universal SEL Screener</p> <ul style="list-style-type: none"> <li>PD Agendas</li> <li>Assessment Schedule</li> </ul> <p>2. SEL Curriculum Professional Development</p> <ul style="list-style-type: none"> <li>Workshop Agendas</li> <li>Sign-In Sheets</li> </ul> <p>3. PBIS Best Practices Training</p> <ul style="list-style-type: none"> <li>Training Agendas</li> <li>Sign-In Sheets</li> </ul> <p>4. Healthy Play Training</p> <ul style="list-style-type: none"> <li>Training Agendas</li> <li>Consultation notes</li> <li>Implementation Plan</li> </ul>	<p>1. Professional Development of the Universal SEL Screener</p> <ul style="list-style-type: none"> <li>Screener data</li> <li>Staff Meeting agendas</li> </ul> <p>2. SEL Curriculum Professional Development</p> <ul style="list-style-type: none"> <li>Implementation Plan documents</li> <li>Low inference notes from focused classroom walkthroughs</li> </ul> <p>3. PBIS Best Practices Training</p> <ul style="list-style-type: none"> <li>Synergy Reports-Majors/Minors</li> <li>Team Meeting Notes/Minutes that reflect the use of data to inform decisions regarding positive behavior</li> </ul> <p>4. Healthy Play Training</p> <ul style="list-style-type: none"> <li>Overall School Climate Survey completed by administrators, teachers, and support staff</li> </ul>
<p><b>Long-range Goal 1:</b> Develop coherent curriculum to ensure alignment of learning standards (vertically, horizontally), instructional materials, assessments and grading practices, and instructional techniques that support developmentally appropriate, clear learning expectations. 1c. Pupil learning loss, to include English Learner and Special Education students will continue to be assessed and addressed as outlined in Goal 1 of our 2021-24 LCAP.</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li><b>In Support of Achieving LCAP Goal: 1, 3</b></li> </ul>	<p>1. Professional Development in language acquisition strategies and practices with a focus on Content Area Language Development (Resource Code: 4035) - Training and ongoing professional development to school administrators, teachers, and classified staff for designated and integrated ELD. Could include asynchronous modules, and/or synchronous release time or extra hourly pay.</p> <p>2. Professional development training to address linguistics distinctions between English Language Learners and students with disabilities that may include special education process, Section 504 Plans (from CCEIS Project Plan Year 1).</p> <p>3. Training in assessment practices that are culturally relevant (Resource Code: 0940) For example, professional development could include a mix of synchronous and asynchronous training, which could include activities like participant reflection, current assessment reviews, modifications as needed, developing assessments, small/large group discussion, and/or implementation strategies.</p>	<p>1. Professional Development in language acquisition strategies</p> <ul style="list-style-type: none"> <li>Training agendas</li> <li>Sign In Sheets</li> <li>Handouts/Documents</li> </ul> <p>2. Professional development training to address linguistics distinctions between English Language Learners and students with disabilities</p> <ul style="list-style-type: none"> <li>Training agendas</li> <li>Sign In Sheets</li> <li>Handouts/Documents</li> </ul> <p>3. Culturally Relevant Assessment Practices</p>	<p>1. Professional Development in language acquisition strategies</p> <ul style="list-style-type: none"> <li>Survey Results</li> <li>80% of students progress one level or more in ELPAC per year</li> <li>Reduction of LTELS as measured by ELPAC</li> </ul> <p>2. Professional development training to address linguistics distinctions between English Language Learners and students with disabilities</p> <ul style="list-style-type: none"> <li>Pre and post survey administered to training participants measuring changes in knowledge and skills related to</li> </ul>

		<ul style="list-style-type: none"> <li>○ Training agendas</li> <li>○ Sign In Sheets</li> <li>○ Handouts/Documents</li> </ul>	<p>assessment of students with disabilities and report writing.</p> <p>3. Culturally Relevant Assessment Practices</p> <ul style="list-style-type: none"> <li>○ Use of diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, and evaluate learning using multiple sources of evidence</li> <li>○ Low inference notes from focused classroom walkthroughs</li> </ul>
<p><b>Long-range Goal 3:</b> North Monterey County students will be college and career ready and will have an articulated plan for post high school college or certificated programs and/or entry level into a livable wage career.</p> <p>3b. Each school office will focus efforts on providing customer service that is culturally and linguistically responsive to ensure parents/families feel welcome and that there is effective communication and resolutions to their concerns, needs, and questions.</p> <p><b>Long-range Goal 4:</b> Administrators, teachers and other staff will develop the knowledge, skills and expertise to serve the unique needs of all of our students due to the training and professional growth opportunities provided.</p> <p>4c. Provide training and develop an integrated focus on diversity, inclusion and culturally responsive workplace and classrooms...</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li>● <b>In Support of Achieving LCAP Goal: 1, 3</b></li> <li>● <b>EEBG Component Addressed: 5</b></li> </ul> <p>“Practices to create a positive school climate...”</p>	<p>Administrators, teachers, paraprofessionals, instructional assistants, and specialists, will complete training to address implicit bias and cultural relevance to build their capacity to counteract the impact of bias in student educational journeys, as measured by pre and post teacher and learner surveys (from CCEIS Project Plan Year 1).</p> <ol style="list-style-type: none"> <li>1. <b>Customer service training that is culturally &amp; linguistically responsive</b> (Resource Code: 6266 yr 2-5) For example, training could include a mix of synchronous and asynchronous training, which could include activities like participant reflection, topic review, strategy, breakout, group discussion, and next steps.</li> <li>2. <b>Implicit Bias and Cultural Relevance - Community of Practice</b> (Resource Code: 6266 yr 3-5) For example, the community of practice could include monthly forums with teachers and staff where we can come together to learn from one another and share perspectives as it relates to equity.</li> <li>3. <b>Restorative Justice Training</b> (Resource Code: 6266 yr 2-3) For example, workshops offered to school climate teams include, but not limited to: administrators, front office staff, all staff with disciplinary roles and teachers; covering an introduction to restorative justice prevention and intervention practices. Year 2 would include three schools. Year 3 would include four schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Customer service training that is culturally and linguistically responsive</b> <ul style="list-style-type: none"> <li>○ Agendas/minutes</li> <li>○ Sign-in sheets</li> </ul> </li> <li>2. <b>Implicit Bias and Cultural Relevance - Community of Practice</b> <ul style="list-style-type: none"> <li>○ Agendas/minutes</li> <li>○ Sign-in sheets</li> <li>○ Notes from the Community of Practice</li> </ul> </li> <li>3. <b>Restorative Justice Training</b> <ul style="list-style-type: none"> <li>○ Training Agendas</li> <li>○ Sign-in sheets</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Customer service training that is culturally and linguistically responsive</b> <ul style="list-style-type: none"> <li>○ Observation Notes</li> <li>○ Pre and post stakeholder survey results</li> </ul> </li> <li>2. <b>Implicit Bias and Cultural Relevance - Community of Practice</b> <ul style="list-style-type: none"> <li>○ Calibrated Equity Assessment walkthrough tool</li> <li>○ Notes from Walkthrough tool</li> <li>○ Pre and post teacher and learner surveys</li> </ul> </li> <li>3. <b>Restorative Justice Training</b> <ul style="list-style-type: none"> <li>○ Strategic Implementation plan</li> <li>○ Increased use of restorative mediation process</li> <li>○ Reduction of office discipline referrals, detentions, suspensions and expulsions</li> </ul> </li> </ol>
<p><b>Long-range Goal 3:</b> North Monterey County students will be college and career ready and will have an articulated plan for post high school college or certificated programs and/or entry level into a livable wage career.</p> <p><b>Long-range Goal 4:</b> Administrators, teachers and other staff will develop the knowledge, skills and expertise to serve the unique needs of all of our students due to the training and professional growth opportunities provided.</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li>● <b>In Support of Achieving LCAP Goals: 1, 2</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Foundational Literacy Training for Early Learning (0-5), PreK-3 Teachers and Classified Staff (Resource Code: 0940) - For example, this could include asynchronous modules with synchronous training sessions. Sessions would be based on the science of reading and provide participants with an introduction to dyslexia along with fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. Participants form an intellectual community as they reflect on the course content and apply new learning with students.</li> <li>2. Math Training for Teachers and Classified Staff (Resource Code: 0940) For example, this could include asynchronous modules with synchronous training sessions.</li> <li>3. Academic Skills related to College and Career Readiness - Practices and Strategies (Resource Code: 0940) For example, AVID fully implemented in HS, MS, and upper elementary. This could include asynchronous modules with synchronous training sessions. Training could be for AVID site coordinators, administration, and teaching staff, as well as Tutorology for Certificated and Classified Staff to support students before, during, and after school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Foundational Literacy Training <ul style="list-style-type: none"> <li>○ Agendas/minutes</li> <li>○ Sign-in sheets</li> <li>○ Reflection notes from modules</li> </ul> </li> <li>2. Math Training <ul style="list-style-type: none"> <li>○ Agendas/minutes</li> <li>○ Sign-in sheets</li> <li>○ Reflection notes from modules</li> </ul> </li> <li>3. Academic Skills related to College and Career Readiness <ul style="list-style-type: none"> <li>○ Conference Agendas</li> <li>○ Sign-In sheets</li> <li>○ Session Materials</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Foundational Literacy Training <ul style="list-style-type: none"> <li>○ Let's Go Learn achievement data</li> <li>○ Pre and post learner survey results</li> <li>○ Low inference notes from focused classroom walkthroughs</li> </ul> </li> <li>2. Math Training <ul style="list-style-type: none"> <li>○ Let's Go Learn achievement data</li> <li>○ Pre and post learner survey results</li> <li>○ Low inference notes from focused classroom walkthroughs</li> </ul> </li> <li>3. Academic Skills related to College and Career Readiness <ul style="list-style-type: none"> <li>○ Let's Go Learn achievement data</li> <li>○ Pre and post learner survey results</li> <li>○ Low inference notes from focused classroom walkthroughs</li> </ul> </li> </ol>
<p><b>Long-range Goal 4:</b> Administrators, teachers and other staff will develop the knowledge, skills and expertise to serve the unique needs of all of our students due to the training and professional growth opportunities provided.</p>	<ol style="list-style-type: none"> <li>1. <b>Site Administrators</b> <ol style="list-style-type: none"> <li>a. Leadership Development for new and experienced site and district leaders focused on providing specific and actionable feedback, coaching certificated and classified staff in using data to inform instructional decisions, and developing/refining</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Site Administrators <ul style="list-style-type: none"> <li>○ Professional Development Agendas</li> <li>○ Sign-In Sheets</li> <li>○ Session materials</li> </ul> </li> <li>2. <b>TOSAs Coach Training</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Site Administrators <ul style="list-style-type: none"> <li>○ Written Reflections on Data Analysis and Identified Next Steps</li> <li>○ Revised goals and action plans such as the SPISA</li> </ul> </li> </ol>

<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• <b>In Support of Achieving LCAP Goals: 1, 2, 3, 4</b></li> <li>• <b>EEBG Components Addressed: 1</b></li> </ul> <p><i>“Coaching and mentoring of staff serving in an instructional setting and beginning teacher....”</i></p>	<p>systems for monitoring and revising goals and action plans</p> <p>b. Administrator Induction for new administrators (Resource Code: 4035) - The Administrator Induction Program focuses on the California Professional Standards for Educational Leaders (CPSELs). The two-year program consists of one-on-one coaching and 20 hours of professional growth seminars each year, and opportunities to engage in the Transformative Leadership Center program offerings. Each coach will be selected based upon the candidate’s individual needs and will work with the candidate at his/her site for 3-4 hours each month throughout the two-year program.</p> <p>2. <b>TOSAs</b> (Resource Code: 6266 yr 2-5)</p> <p>a. <b>Coach Training for TOSAs</b> - For example, a mix of on-demand learning plus virtual-live workshops, as well as ongoing training and support throughout the year.</p> <p>3. <b>Instructional Leadership Team Members</b> (Resource Code: 6266 yr 2-5)</p> <p>a. <b>Teacher Leadership Academy</b> - For example, four 90 minute training sessions aligned to the ILT’s grade/ department level meeting schedule. Participants learn leadership strategies and tools in each session and then incorporate them into their practice over the next few weeks.</p> <p>b. <b>Teacher Leader Monthly Forums/PLCs</b> - For example, monthly support meetings to address just in-time support and develop additional leadership skills and strategies</p> <p>4. <b>Induction Coaches</b> (Resource Code: 4035)</p> <p>a. For example, Reflective Coaches participate in Center for Teacher Innovation’s professional development training focused on thoughtful reflection, interpersonal relationships, needs assessment, tools for communication, and equity</p> <p>5. <b>Teacher Mentors</b> (Resource Code: 6266 yr 2-5)</p> <p>a. <b>Mentor Training</b> - For example, Mentor teachers will participate in Orientation and four support sessions throughout the year. Support sessions will focus on the mentors’ roles &amp; responsibilities including but not limited to, Mentor collaboration logs, providing just in time support, and conversation frameworks.</p> <p>6. <b>New Teacher Retention Programs</b></p> <p>a. <b>CTI Induction Program</b> (Resource Code: 4035) - The Center for Teacher Innovation offers a fully online induction program, where candidates engage weekly with a coach, complete four inquiries, while continuing to reflect on and improve their teaching practice</p> <p>b. <b>Mentoring Program</b> (Resource Code: 4035) - The Mentoring Program program provides non credentialed teachers with daily and weekly just in time support from an experienced Mentor. Support may include participating in instructional support activities, collaborating and reflecting with Mentor on two observations, and developing a thoughtful relationship with the Mentor.</p> <p>c. <b>New Teacher Orientation</b> (Resource Code: 6266 yr 2-5) For example, 4 day orientation designed for teachers new to the profession as well as new to NMCUSD, offers an engaging professional learning experience to new educators welcoming them to the culture, mission, and instructional expectations of NMCUSD.</p> <p>d. <b>New Teacher Boot Camps</b> (Resource Code: 6266 yr 2-5) For example, professional development series focused on teachers in their first, second, or third year of teaching. Topics include Student Engagement, Classroom Culture &amp; Management, Social Emotional Learning, Ed Tech, and much more.</p> <p>7. <b>Classified Staff in an Instructional Setting</b> (Resource Code: 0940) For example, professional development could include job- specific training as well as follow up</p>	<ul style="list-style-type: none"> <li>○ Conference Registration</li> <li>○ Online Class Registration &amp; scheduled classes</li> </ul> <p>3. <b>IL Team Members</b></p> <ul style="list-style-type: none"> <li>○ Training Agendas</li> <li>○ Sign-In Sheets</li> </ul> <p>4. <b>Teacher Coaches</b></p> <ul style="list-style-type: none"> <li>○ Orientation &amp; Training Agendas</li> <li>○ Coach Log completion reports</li> </ul> <p>5. <b>Mentors</b></p> <ul style="list-style-type: none"> <li>○ Orientation &amp; Training Agendas</li> <li>○ Sign-In Sheets</li> <li>○ Mentor Collaboration Log Completion reports</li> </ul> <p>6. <b>New Teacher Retention Programs</b></p> <ul style="list-style-type: none"> <li>○ Orientation &amp; Training Agendas</li> <li>○ Sign-In Sheets</li> </ul> <p>7. <b>Classified Staff in an Instructional Setting</b></p> <ul style="list-style-type: none"> <li>○ Training Agendas</li> <li>○ Sign-In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>○ Samples of written feedback</li> <li>○ Minutes/Notes from meetings focused on systems of monitoring/revising goals and action plans</li> </ul> <p>2. <b>TOSAs Coach Training</b></p> <ul style="list-style-type: none"> <li>● Webinar Completion Report</li> <li>● TOSAs use strategies to support teacher practice</li> <li>● TOSA led training agendas</li> <li>● Survey Results</li> </ul> <p>3. <b>IL Team Members</b></p> <ul style="list-style-type: none"> <li>○ Pre and post survey results</li> <li>○ Meeting observation notes</li> </ul> <p>4. <b>Teacher Coaches</b></p> <ul style="list-style-type: none"> <li>○ Survey results</li> <li>○ Teacher goals setting &amp; reflections</li> <li>○ Lesson Plans</li> <li>○ Observation notes</li> </ul> <p>5. <b>Mentors</b></p> <ul style="list-style-type: none"> <li>○ Survey Results</li> <li>○ Teacher goals setting &amp; reflections</li> <li>○ Lesson Plans</li> <li>○ Observation notes</li> </ul> <p>6. <b>New Teacher Retention Programs</b></p> <ul style="list-style-type: none"> <li>○ Survey Results</li> <li>○ Teacher Retention data</li> <li>○ Interviews</li> </ul> <p>7. <b>Classified Staff in an Instructional Setting</b></p> <ul style="list-style-type: none"> <li>○ Pre and Post Survey Results</li> <li>○ Staff Goal Setting &amp; Reflection</li> <li>○ Observation notes</li> </ul>
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	monthly PLCs within established meeting times. Could include asynchronous modules, and/or synchronous release time or extra hourly pay.		
<p><b>Long-range Goal 4:</b> Administrators, teachers and other staff will develop the knowledge, skills and expertise to serve the unique needs of all of our students due to the training and professional growth opportunities provided.</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> <li><b>In Support of Achieving LCAP Goals: 1, 2, 3, 4</b></li> <li><b>EEBG Components Addressed: 8</b></li> </ul> <p><i>New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</i></p>	<p>1. <b>Teacher Action Research/Affinity Groups</b> (Resource Code: 6266 yr 2-5) - Constructive inquiry, during which teachers work in a small group and construct their knowledge of specific issues through planning, acting, evaluating, refining and learning from the experience. It is a continuous learning process in which teachers learn and also share the newly generated knowledge with those who may benefit from it at. For example, the sharing could take place at a professional development day, celebration, culminating event, etc.</p>	<p>1. <b>Teacher Action Research/Affinity Groups</b></p> <ul style="list-style-type: none"> <li>Group Proposal form</li> <li>Application Level Request forms</li> <li>Impact forms</li> </ul>	<p>1. <b>Teacher Action Research/Affinity Groups</b></p> <ul style="list-style-type: none"> <li>Teacher goals setting &amp; reflections</li> <li>Lesson Plans</li> <li>Observation notes</li> <li>Published findings presented at district event/meeting</li> </ul>
<p><b>Long-range Goal 4:</b> Administrators, teachers and other staff will develop the knowledge, skills and expertise to serve the unique needs of all of our students due to the training and professional growth opportunities provided.</p> <p><u>Notes:</u></p> <p>1. <b>In Support of Achieving LCAP Goals: 1, 2, 3, 4</b></p>	<p>1. <b>Professional Development in District Adopted Curriculum - Certificated</b> Certificated teachers will work on reviewing and providing recommendations on curriculum adoptions using guidance materials provided by the California Department of Education to pilot and review materials to inform curriculum adoption recommendations and implementation plans.</p> <p>2. <b>Professional Development in District Adopted Curriculum - Classified</b> Classified staff will support in reviewing and providing recommendations on curriculum adoptions using guidance materials provided by the California Department of Education to pilot and review materials to inform curriculum adoption recommendations and implementation plans.</p>	<p>1. Professional Development in District Adopted Curriculum - Certificated</p> <ul style="list-style-type: none"> <li>Meeting Agendas</li> <li>Curriculum Frameworks</li> <li>Adoption Guidance Materials</li> <li>Sample Curriculum Materials</li> </ul> <p>2. Professional Development in District Adopted Curriculum - Classified</p> <ul style="list-style-type: none"> <li>Meeting Agendas</li> <li>Curriculum Frameworks</li> <li>Adoption Guidance Materials</li> <li>Sample Curriculum Materials</li> </ul>	<p>1. Professional Development in District Adopted Curriculum - Certificated</p> <ul style="list-style-type: none"> <li>Meeting Notes</li> <li>Surveys and Feedback on Materials Reviewed</li> <li>Adoption and Implementation Recommendations and Plans</li> </ul> <p>2. Professional Development in District Adopted Curriculum - Classified</p> <ul style="list-style-type: none"> <li>Meeting Agendas</li> <li>Curriculum Frameworks</li> <li>Adoption Guidance Materials</li> <li>Sample Curriculum Materials</li> </ul>