PROFESSIONAL DEVELOPMENT UPDATE

1-17-19

Instructional Services
Governing Board Presentation

PLANNING FOR 12/20

- Collaborative planning with site administrators began in September

- Review of past teacher PD surveys to connect to teacher needs

- Site-based Training (8 Schools)

- Campbell University (4 Schools)

- Communication to Teachers

  - November and December I.S. blogs

  - Emails sent to all staff: 11/27, 12/7, 12/13

  - Site Based communication from Administrators

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SITE-BASED PROFESSIONAL DEVELOPMENT

Blackford	Common Formative Assessment Data Analysis
CSI/Some ML	4th Day of Responsive Classroom training
Lynhaven & Monroe	AVID Training
Rolling Hills	Writing by Design, Project Based Learning and AVID
Rosemary	Trauma-informed and Expeditionary Learning Protocols
Sherman Oaks	Dual Immersion Consultant
Village	Universal Design for Learning (UDL)

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CHOICE

DISTRICT

	Choice Sessions			
	CAS and ML			FH and CAP
8:00 - 9:20	Lesson Design: Seesaw, Storytelling, and Self-Direction	Inclusion Collaborative: Students with Challenging Behaviors	iReady: Standards Mastery and Progress Monitoring	Common Formative Assessments (Group 1)
9:20 - 9:40	Collaboration and Culture Building: Ugly Sweater Contest, Hot Cocoa, and Photo Booth			
9:40 - 11:00	Lesson Design: Meeting the Needs of All Students	Inclusion Collaborative: Overview of Inclusion and Disabilities Awareness	iReady: Structuring your classroom to maximize small group support	Common Formative Assessments (Group 1)
11:00 - 11:30	Lunch			
	FH and CAP			CAS and ML
11:30 - 12:50	Lesson Design: Seesaw, Storytelling, and Self-Direction	Inclusion Collaborative: Overview of Inclusion and Disabilities Awareness	iReady: Standards Mastery and Progress Monitoring	Common Formative Assessments (Group 2)
12:50 - 1:00	Break			
1:00 - 2:20	Lesson Design: Meeting the Needs of All Students	Inclusion Collaborative: Students with Challenging Behaviors	iReady: Structuring your classroom to maximize small group support	Common Formative Assessments (Group 2)
2:20 - 2:30	Built-in Reflection and Feedback (in final session)			

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SPECIAL EDUCATION

A Crash Course in Alternative Augmentative Communication (AAC)	Speech Teachers
Access for All: PBIS	School Psychologists
Touch Math	Resource and Special Day Class (SDC) Teachers
Positive, Proactive, & Practical Behavior Interventions	School Psychologists
Every Student Succeeds Act (ESSA) and the New CA Dyslexia Bill	Resource and Speech Teachers
NEPSY II Assessment **NE**uro**PSY**chological Assessment	School Psychologists

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CAMPBELL U. FEEDBACK QUESTIONS

1. Which session did you attend?
2. Did the session provide you with content you will implement in your classroom? Rate 1 - 4
3. What was your biggest takeaway from this session?
4. Please complete the following statements:
   a. I like…
   b. I wish…
   c. What if…

CAMPBELL U. FEEDBACK

Campbell U. Sessions Offered	Session Ratings					Positive Responses (3&4)
	1	2	3	4	Total Responses	
Designing Quality CFAs	25	36	31	10	102	40%
Lesson Design: Seesaw, Storytelling and Self-Direction		2	15	22	39	95%
Inclusion Collaborative: Students with Challenging Behaviors	4	5	11	11	31	71%
Inclusion Collaborative: Overview of Inclusion and Disabilities	11	8	7	5	31	39%
iReady: Standards Mastery and Progress Monitoring		6	9	13	28	79%
Lesson Design: Meeting the Needs of All Students	1	4	14	7	26	81%
iReady: Structuring Your Classroom to Maximize Small Group	2	3	7	9	21	76%
Positive, Proactive & Practical Behavior Interventions	1	3	5	9	18	78%
Touchmath			6	6	12	100%
A Crash Course in AAC Basic			2	8	10	100%
ESSA and the New CA Dyslexia Bill				5	5	100%
Total Responses	44	67	107	105	323	66%

*CFAs=Common Formative Assessments
*ESSA=Every Student Succeeds Act

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SAMPLE COMMENTS

What was your biggest take-away…

"…Having teachers from another school share the work they have done."

"…Designing questions for Common Formative Assessments"

"…that I need to be more positive with the kids"

"…This was a waste of time. Not only had staff had already been trained on this topic, but I already knew about Bloom's Taxonomy. NOTHING was new. Why doesn't CUSD differentiate their PD?

I LIKE…..

"…to be able to learn new teaching strategies that I can take away and use right away."

"…I liked that we had some choice in the sessions that we attended."

SAMPLE COMMENTS

I wish…

"…this PD day had occurred on a different day. The information was helpful but it was hard to focus."

"…teachers who didn't want to be there still listened respectfully. The side conversations are distracting. Also, I wish it started at the same time as our regular school day. To get up even earlier was annoying. The short lunch was annoying too, but I guess you wanted to get everyone out earlier."

What if…..

"…the district office would provide common assessments for each grade level. "

"…teachers were given an opportunity to design their own PD… like Genius Hour. There would be much more buy-in and the impact would be far greater."

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COLLABORATIVE PD PLANNING

- Teacher PD Collaborative formed this year

- They created a survey that went out to all teachers in November

- 115 teachers responded

- Survey results were analyzed by the collaborative

- Survey results will guide topics, locations and times for future PD

- PD collaborative will work with Curriculum Collaborative to provide anticipated PD for the future

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CHALLENGES

- Lack of sufficient PD time
- Choice PD offered but not well-attended
- Site vs. District needs - Alignment to Instructional Vision
- Lack of teachers willing to facilitate/lead peers
- PLCs are at different levels of implementation at different sites
- Alignment between what administrators see as needs vs. what teachers want
- Differentiation and being able to address the wide variety of teacher needs

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TAKE-AWAYS AND NEXT STEPS

We will…

- …<u>avoid</u> Professional Development before the holidays.
- …collect and share with all sites deconstructed standards and common formative assessments as created by teachers
- …engage the PD Collaborative to help us provide differentiated professional development for our teachers/sites
- … explore how to help teachers design their own PDs
- …continually communicate how we use teacher feedback in planning future trainings

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QUESTIONS???