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PROPOSED 2017-2018 PROFESSIONAL DEVELOPMENT PLAN

Information Report No. 2

April 11, 2017

Dr. Jacqueline Perez, Assistant Superintendent, Educational Services

Dr. Mary A. Mason, Director, Teaching and Learning

Purpose

- Discuss the Think Tank Committee and Four Areas of Focus
- Discuss the process of gathering input for the 2017-18 Professional Development Plan
- Explain proposed Professional Development Organizational Restructure

Alignment to Local Control Accountability Plan (LCAP)

-
1. CALIFORNIA STATE STANDARDS
 2. COLLEGE & CAREER READINESS
 3. SOCIAL-EMOTIONAL & PHYSICAL NEEDS FOR ALL STUDENTS
 4. LEARNING BEYOND THE CORE CURRICULUM
 5. INTERVENTION
 6. ENGAGEMENT OF PARENTS, TEACHERS, STAFF, STUDENTS & COMMUNITY MEMBERS
 7. SAFE & SECURE LEARNING ENVIRONMENT

Vision 20/20: Clear Focus Brings Clarity

- Our Vision: Working together in a culture of caring, trust, and inquiry to prepare our students for *their* future.
- LCAP Drives the Plan: Our Roadmap for Continuous Improvement
- Measured by the State Dashboard

THINK TANK COMMITTEE

- Broad Employee Stakeholder Groups
- CSEA, GTA and Management Representatives
- Analyze LCAP, Surveys and Areas for Professional Learning
- Determine Outcomes
- Continued Discussion

Multi-year Plan: 4 Focus Areas

- Professional Learning Communities
- California State Standards
- Social-Emotional Learning
- Inclusion & Response to Intervention (RTI)

Professional Learning Communities

Teams work collaboratively to establish the essential learnings all students must acquire, to gather evidence of student learning through an ongoing assessment process, and to use the evidence of student learning to discuss, evaluate, plan, and improve their instruction (Hattie, 2009).

California State Standards

California Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Social- Emotional Learning

Social and emotional learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Inclusion & Response to Intervention (RTI)

Inclusion is the opportunity for students to perform in the least restrictive environment in which they can be successful when provided the appropriate level of supports.

Intervention is a structured approach that encompasses viable curriculum and high-quality teaching for all students, increased support for struggling students, and enrichment opportunities for more advanced students.

Professional Learning Communities

Students	Teachers/Counselors	Site Administrators	District Office	Classified
<p>Students will understand and meet grade level expectations in all content areas, self-monitor and set goals, reflect on their learning, and take action to seek intervention and enrichment opportunities.</p>	<p>In grade level and departments, teacher teams will read research that supports PLCs, learn together, develop norms, and have conversations around these four questions:</p> <p>#1: What do we expect our students to learn? # 2. How will we know they are learning? #3 How will we respond when they don't learn? #4 How will we respond if they already know it?</p>	<p>Site administration will learn together, receive training and read research on developing and guiding PLCs, and work to establish schedules to support time for teacher collaboration. Administration will guide teams developing enrichment and intervention plans. Each school will make progress moving forward with PLCs 4 Questions based on site need and by moving at the speed of trust.</p>	<p>District leadership and Department heads will learn together the fundamentals of PLCs to support school sites. A clear mission, vision statement, and messaging plan will be developed to provide a clear and consistent message with all stakeholder groups. Support, resources, and time will be provided for site teams to do this work.</p>	<p>Classroom Staff: Classified staff receive training and understanding of vision of PLCs and will learn together to support classroom instruction.</p> <p>Outside Classroom Staff: Classified will be trained along with PLC teams and operate within PLCs that support their practice.</p>

California State Standards

Students	Teachers/Counselors	Site Administrators	District Office	Classified
<p>Students will meet grade level standards and will be able to articulate their goals and progress – literacy will be emphasized across content areas</p>	<p>Elementary and Secondary: ELA/ELD: Investigate resources and CSS curriculum focusing on Question #1: What do we expect our students to learn?</p> <p>ELD: Integrated in all content areas.</p> <p>Special Education: Support with curriculum development and modifications for IEPs.</p> <p>Elementary Math: Use new textbook adoption with fidelity and supplement with GEMS to emphasize the SMPs</p> <p>Secondary Math: Pilot teachers will teach program with fidelity</p> <p>NGSS: Elementary: Awareness, Middle: Implementation of 5E lessons, High: Decision on Course Model</p> <p>History: Awareness at all levels with initial training in secondary.</p> <p>CTE, VAPA, PE: Continue articulation and support</p>	<p>Site administration will survey staff to better understand areas of need in ELA/ELD; understand mathematical shifts to support teachers with elementary adoption and secondary pilot, familiarization with NGSS and history framework.</p>	<p>Support teacher training. Provide timelines for moving forward being cognizant of task load. Create a district master PD calendar. Engage all departments in conversations to streamline PD across GUSD. District Teacher Specialists will provide support in content and PLC conversations. CTE Progressions and course outlines will be updated</p>	<p>Classroom Staff: Awareness level specific to job descriptions and training to support classroom teachers in CSS to message to parents and community.</p> <p>Training will be targeted for classroom support personnel and non-classroom support personnel</p> <p>Outside Classroom Staff: Awareness level specific to job descriptions and training to support classroom teachers in CSS to message to parents and community.</p>

Social-Emotional Learning

Students	Teacher/Counselor	Site Administrator	District Office	Classified
<p>Students will continue to contribute to a positive school culture by self-monitoring healthy PBIS strategies</p> <p>Students will attend school on time every day unless they are ill</p> <p>Students will build positive connections on the school site</p>	<p>Teachers and counselors will emphasize and support a positive school culture and attendance reinforcing PBIS school wide expectations and positive behavioral strategies</p>	<p>Site administrators will lead PBIS leadership team in implementing positive behavioral strategies in PBIS & Restorative Practices (if applicable)</p> <p>Administration will reinforce and promote positive attendance and regularly review at-risk students to support with interventions</p> <p>Administration will create opportunities for students to connect within their schools</p>	<p>Establish districtwide PBIS practices at all school sites with campuses and school cultures rooted in an understanding of social-emotional health and well-being for all students and staff.</p> <p>District Leadership team and Department Heads will receive training in PBIS & Restorative Practices and support school with necessary attendance data, intervention supports, and incentive programs.</p>	<p>Both Classroom and Outside Classroom Staff: Classified personnel will receive training in PBIS in cooperation with site teams to promote and reinforce schoolwide expectations and positive attendance schoolwide</p>

Inclusion & Intervention

Students	Teachers/Counselors	Site Administrators	District Office	Classified
<p>Students will achieve in the least restrictive environment in which their unique style of learning can be met</p> <p>Students will be successful in intervention opportunities that move them closer to grade level standards</p> <p>Students with disabilities and English learners will close the performance gap between themselves and their English-only non-disabled peers</p> <p>Students who are gifted or advanced will be challenged with enrichment opportunities in core areas</p>	<p>Teacher partner teams will be trained together to support inclusion and intervention efforts appropriately and provided time for meaningful collaboration to co-plan, co-teach, and co-assess. Partnerships are best developed when participants are given the time to foster a relationship.</p> <p>Training in UDL will be continued.</p>	<p>Site administrators will receive training in best inclusion practices and models and will then develop school day schedules that prioritize time for teacher collaboration and partnerships with the best interest of students in mind, including appropriate staffing to support model</p>	<p>Develop clear and consistent message and vision of best practices in an ideal inclusion model. Support sites with necessary FTE to provide success to the model</p>	<p>Classroom Staff: Classified staff will receive training that empowers them to be an important piece of specialized academic instruction for students with unique styles of learning, behavior, or specialized circumstances or needs.</p> <p>Outside Classroom Staff: Receive information and training as appropriate to support the school site and site personnel and students</p>

Best Practices for Professional Learning

Components of Training	% of Learners who will...		
	...know how to do it	...be able to do it	...do it consistently in daily practice
Presentation/Lecture	10%	5%	0%
+Presenter Modeling	30%	20%	0%
+Participant Practice & Feedback	60%	60%	5%
+Ongoing Coaching & Admin Support	95%	95%	95%

Joyce & Showers, 2002

Learning Delivery Models

- District and site training and coaching
- Faculty meetings
- Special purpose meetings
- Banking meetings
- Department and grade level meetings
- Release time
- Conference attendance
- Virtual PD
- Site walkthroughs
- Lesson studies
- Instructional rounds
- Observations in model classrooms/schools

PROPOSED 2017-18
ORGANIZATION OF
PROFESSIONAL
DEVELOPMENT



Current 2016-17 Professional Development Team

- Teacher Specialists (8 Elementary, 3 Secondary: ELA, Math, Science)
- Learning Leaders (21 Elementary)
- .2 FTE / 6/5ths Curriculum Specialists (12 Secondary)

Proposed 2017-18 Professional Development Team

- 1 Elementary ELA/ELD*
- 1 Elementary Math - Primary Grades*
- 1 Elementary Math - Upper Grades *
- 1 K-12 Science*
- 1 Secondary Math*
- 1 Secondary ELA/ELD:
Bonnie Landry
- 1 Secondary Social Science and PBIS:
Craig Lewis
- Induction: Sally Myles (paid by State of CA through 2018)

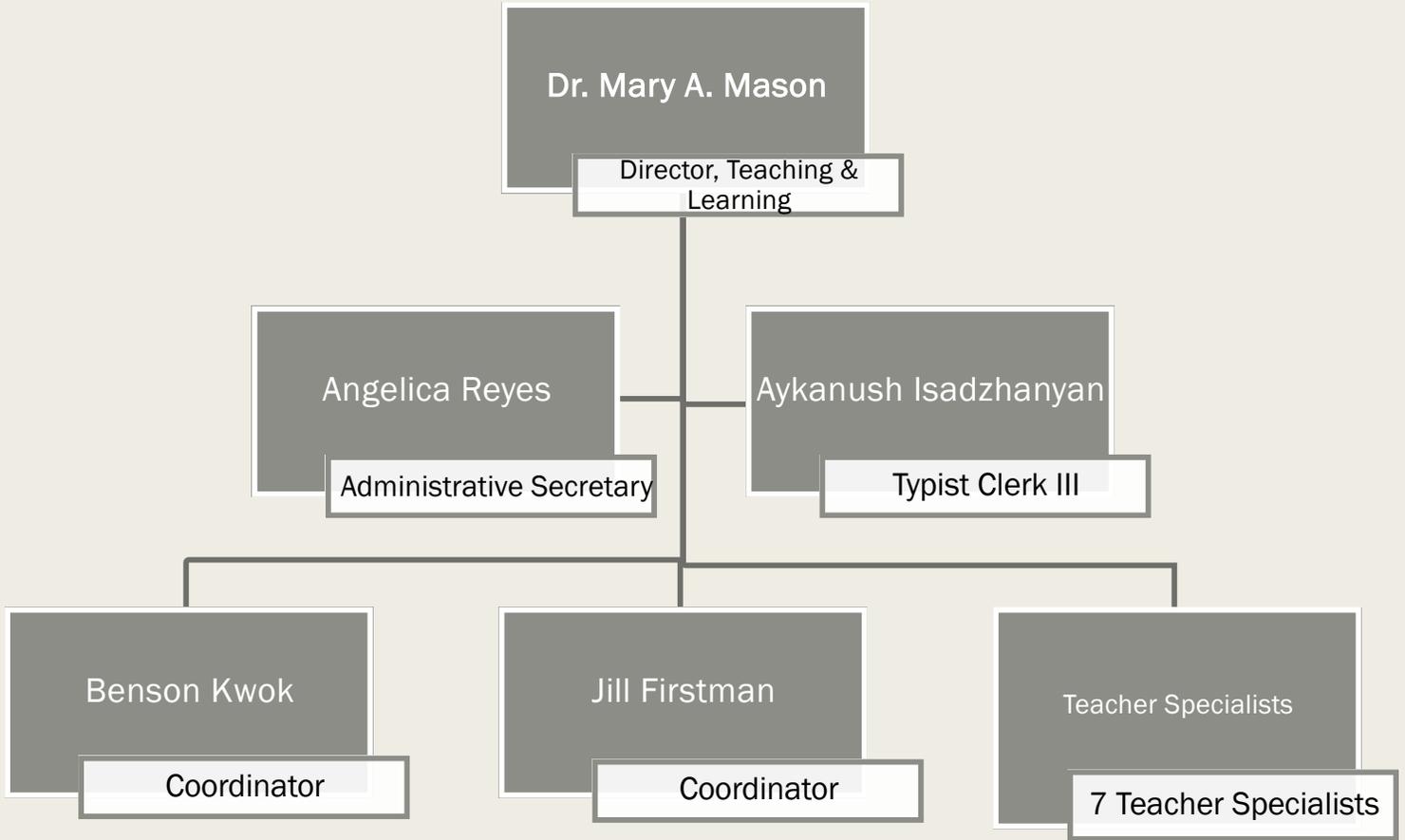
* upon approval, position will need to be posted and open to all eligible to apply

Personnel Cost Comparison

Current 2016-2017 Personnel	Proposed 2017-2018 Personnel
11 Teacher Specialists \$1,498,178 21 Learning Leaders (Elementary) \$35,091 12 .2FTE / 6/5ths Curriculum Specialists (Secondary) \$180,000	7 Teacher Specialists
Cost: \$ 1,713,269	Estimated Cost: \$953,386

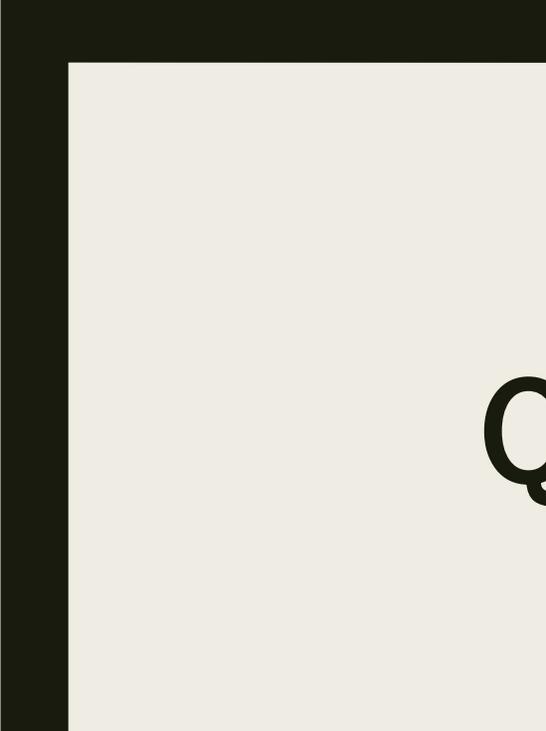
Will Result in \$759,883 savings

Proposed 2017-18 Organizational Structure



Next Steps

- Continue to engage with employee groups on content and delivery of Professional Development
- Next Think Tank Meeting – Wednesday, April 26, 2017
- Refine the Professional Delivery models
- Recommend approval of proposed 2017-18 Professional Development Team at upcoming Board Meeting (May 2017)



QUESTIONS?