




Community Advisory Groups

Professional Development

March 28, 2013



Professional development should be viewed as an integral part of teachers work rather than as a privilege

PD System



District & Building PD Team

- Required topics
- Special Interest Areas
- Specialties
- Struggling areas
- Data Driven

Supported Learning

- Teacher expertise
 - Internal staff
 - External consultants

How do we select PD?

- A district committee consisting of representatives who are strong instructional leaders from each building/program will determine the professional development activities and strategy on an ongoing basis.
 - All Professional Development will align and take into consideration the following:
 - Teacher Commitments
 - Strong content and pedagogical instructional practices/models
 - Student Data
 - Non-negotiables: Professional development selection team must maintain a representative model. Must be data driven, and student centered
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High Quality PD

- Utilizing **Learning Forward** national standards for professional learning
 - Learning communities, focus on leadership, prioritize resources, use data, use best practices for learning designs, focus on long-term implementation, track outcomes
 - Formation of Professional Learning Communities or learning teams
 - Provide sufficient time for teachers to learn new ideas, try them, receive feedback from experienced teachers, and work through challenges
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Local PD Facilitation Roles

- Instructional coach
 - Peer support
 - Modeling
 - Building level training
- Partnerships with EMU, UM and other universities
 - Offering credit, courses on-site, innovative partnerships around professional learning

Assess

- ▣ Teachers holding each other accountable to learning
 - ▣ Ongoing follow-up at the building level
 - ▣ Teacher leaders developed first and support others at building level
 - ▣ Have system for bringing new teachers on board
 - ▣ Use data to determine if professional development is working
 - ▣ Evaluate to determine if PD needs more support, is not effective, is working well
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Accountability

Leaders

- Support
- Provide
- Responsive to teacher needs

Trainers/Presenters

- Follow-up
- Assess
- Respond and adjust training

Learners

- Build understanding
 - Assess growth
 - Apply knowledge
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Recommendation

- We recommend the adoption of a professional development system for YCS staff that includes:
 - Careful alignment with district, building, and individual goals as determined by a district professional development committee, school improvement goals and teacher reflection and evaluation processes
 - Uses data to determine greatest needs
 - High quality learning methods, including opportunities for practice and feedback as well as professional learning communities
 - Assessment of the quality of use and implementation of the professional learning
 - Partnerships with universities and colleges
 - High levels of accountability for individuals as well as the programs and district
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Members of committee

Terrence Green, parent

Carrie Allen, parent

Beth Vonck, teacher

Tiffany Marra, UM faculty

Becky Ralls, teacher

Naomi Norman, WISD

Nancy Harvey, parent

Sima Thurman, teacher

Sue Bloom, teacher

Jon Margerum-Leys, EMU faculty

Karla Graessley, principal

Debbie Wilbanks, retired
teacher

Questions?
