

Palisades Charter High School



Professional Development Plan 2021-2023

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Section I

Palisades Charter High School recognizes that quality professional development is valuable and important to improve instruction and learning. PCHS views it as essential to the full achievement of its mission...

...PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

And to promote and assure ongoing development and growth of its professional staff.

The 2021-2022 Palisades Charter High School District Professional Development Plan provides an overview of professional enhancement opportunities available school-wide.

Schoolwide Goals 2021-2022

Source: Board of Trustees Goal Setting Meeting September 18, 2021

Communication

Longterm, Aspirational Goal

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

#1 SMART GOAL:

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Action Items:

- Weekly Wednesday Newsletter: Admin will have the announcements/information by the Monday Admin Meeting. Information will be disseminated through PCHS's campus website and Infinite Campus. Tentative start date is scheduled for November/December 2021
- PARENTS/COMMUNITY
 - Academics
 - Arts & Activities
 - Athletics
 - Covid
 - Transportation
 - Week at a Glance
- Student Leadership will develop their own categories and manner of dissemination

Academic Achievement

Longterm, Aspirational Goal

PCHS will focus on its educational program by reevaluating and *updating* existing courses and instructional practices to include innovative and relevant content. PCHS' curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

Professional Development

- Professional Development: Continuously diversify and personalize - PCHS staff
- Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD. (See PD plan.)

Curriculum

- Aligned Curriculum to A-G, CTE
- College access (Black Scholars Matter, FACTOR, West LA, Santa Monica)
- Continue the commitment to increasing access to A-G, Honors, and AP courses to Black and Latinx students: Continue to utilize the already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.
- Diversify Curriculum: Continue active learning with curriculum-based PD and by offering summer mini-grants focused on new curriculum development and assessment. Also, continue evaluating curriculum review to develop an inclusive and responsive curriculum. Instructional Materials, teacher materials, and other necessary items are required to diversity curriculum offerings.
- PCHS will integrate socio-emotional learning, executive functioning skill development, wellness, literacy, and critical understanding of self within the Pod curriculum through lessons, assemblies, and seminars.
 - Spring Assemblies in 9th and 10th grade, Executive Functioning
 - Literacy Program in 9th
 - English and Sociology units, Understanding of Self and others

Note: Financial literacy will be differentiated in Math (all years) and Econ (Sr. year) courses

Equity and Grading

- Action Research - Grade Equity: Implement "Grading for Equity" studies and strategy implementation in two Grading for Equity PLCs. The outcomes from the strategies the PLCs use will be shared with the faculty.
- The formation of a task force to integrate Grading for Equity principles within PCHS grading policies and practices.

Assessments

- Collect CASSPP and CAST Baseline data
- Diagnostics (Literacy 9th grade, MDTP departmental math tests)
- AA team members and NBC teachers will collaborate with systems administrators to create an infrastructure for storing assessment data and protocol training for data analysis to increase responsiveness to school data. Team meetings will be scheduled to build folders in Infinite Campus and an assessment dashboard in PowerBi. (Fall meetings and data analysis in spring.)

Diversity

Longterm, Aspirational Goal

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

Action Items:

- Form a Diversity Task Force to examine the campus' actions and policies to identify where equitable practices fall short/non-existent into the school's daily practices, expectations, predictions, decision-making, and regulations
 - Dealing with complaints sent to the HR Office
 - In progress - HR is developing an infographic depicting the process for resolving a complaint
 - In progress - HR is developing a process for staff to report concerns (digital complaint form) modeled after the 3 C's for students.
 - Employee Suggestion Form Open Box written complaint; BUZZFEED for faculty/staff members
- Education and training for staff, faculty, and administration
- Professional Development
 - Intentional groupings made by excel to ensure a mix of seniority, race, ethnicity, and departments
 - Compliance Training
 - Expand Implicit Bias Training
 - Staff, faculty, and administrator Monthly Reading
 - In progress: Identify and schedule a speaker/program to educate staff on topics such as racial sensitivity and gender equity. Workshops will be mandatory for staff.
 - In progress: Allyship & Intro to Ethnic Studies Curriculum –Ziza Noguera
 - In progress: Ethnic Studies curriculum previews for teachers
 - In progress: Look at online learning components before in-person training takes place
- Campus Climate & Culture
 - Main Hallway to reflect Pali Diversity and underserved population identities
 - Spring Calendar that has both staff and student D&I events and activities
 - Diverse courses
 - In progress: Dress Code Task Force that has developed a revised policy that is currently circulating among different groups for feedback. Teachers need to be trained on how to identify and respond to a dress code violation.
- PCHS Hiring Practices: HR Department attends Diversity Career Fair to increase diversity of the faculty.

Budget/Fiscal

Longterm, Aspirational Goal

PCHS will identify & adopt cost-effective priorities to achieve 21st-century student-focused education. PCHS will do this with complete transparency & accountability while maintaining a balanced budget & cash reserve levels of 5%+ and provide measurements through monthly and annual reporting.

Smart Goal (Option 1):

PCHS will identify and adopt cost-effective priorities to support 21st-century student education, while maintaining a balanced budget, maintaining cash reserves of 5%+, and maintaining accountability through monthly transparent reporting.

OR:

Smart Goal (Option 2):

In order to support 21st-century student education, PCHS will identify & adopt clear budget priorities, maintain a balanced budget, maintain cash reserve levels of 5%+ and maintain accountability by sharing transparent fiscal updates on a monthly basis.

Action items to support this Financial goal: (admin view only)

- Align on clear budget priorities for 2021-24 & seek board adoption by Jan 2022
- Maintain a minimum 5% unrestricted cash reserve & monitor on a monthly basis
- Execute adopted budget with efficiency and strict adherence to fiscal policies and procedures - monitor on a monthly basis
- Address Lifetime Health Benefit (OPEB liability) by investing current assets (immediately), pre-funding the benefit at the recommended level (monthly), and/or identifying a solution to address the long-term liability by Jan 2022
- By March 2022, develop a funding plan to support technology equity and access (Ed Tech Plan)
- Achieve all goals set forth in the Strategic Development Plan (PCHS Fund, planned giving, alumni network, endowment, grants, and capital campaigns)
- Identify ways to increase the effectiveness of budget/financial communications

Notes: Multi year into year benchmarks

SMART goals in subcategories to overarching goals

Align to LCAP, WASC

Stakeholder Differentiation

Student Socioemotional Well-Being

Longterm, Aspirational Goal

Action Items:

- PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.
- PCHS will continue to communicate opportunities for socio-emotional learning across social media platforms and classroom announcements.

PCHS will continue to cultivate and expand opportunities for social-emotional wellness development and stress management both inside and outside the classroom.

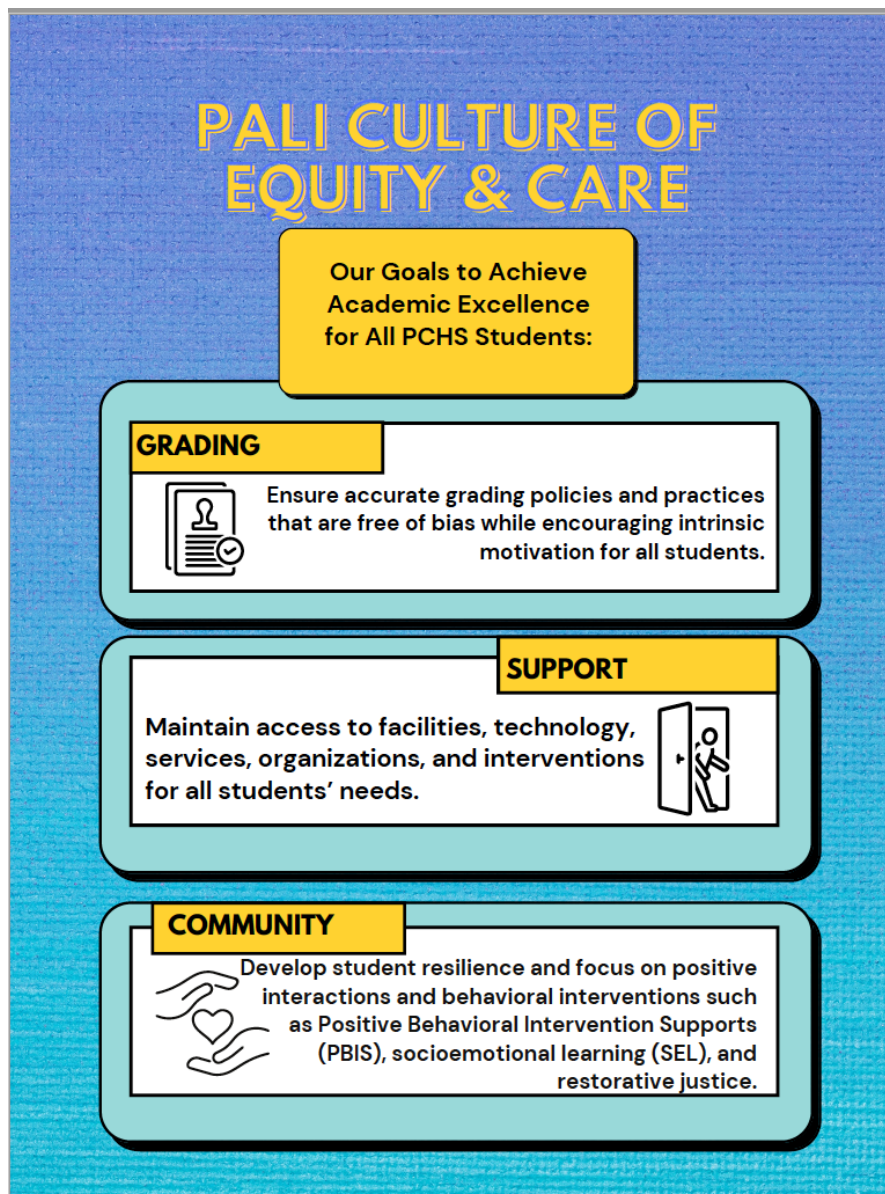
Ways to achieve longterm and SMART goals:

- 1) Teacher Outreach
- 2) Social Media Safety
- 3) Understanding for yourself, time management, executive functioning
- 4) Wellness component in each POD

Provide learning opportunities through the curriculum to support SEL including PODS, seminars, mentor programs

PCHS leadership and clubs will communicate opportunities for SEL across social media platforms and classroom announcements.

PD Building Blocks: Culture of Equity and Care



Professional Development

SMART Goals 2021-2023

- Percentage of professional development offerings in the area of students' social and emotional developmental health needs (SEDH) will increase to 10% of total professional development offerings in 2021/2022 to 15% of the offered professional development activities in 2022/23.
- The percentage of teachers demonstrating at least one effective equitable grading practice or policy will increase to 95% of the total teaching staff by Fall 2022.
- Administrators and teachers will participate in professional development on the topic of trauma and mental health to support students who may have been impacted by the COVID-19 related school closure.
- 100% of school staff will participate in professional development on the topic of Cultural Proficiency and Diversity and Inclusion by Fall 2022.

Need/Data Analysis for Professional Development Plans

PCHS Professional Development Planning administration have reviewed the many new mandates and initiatives that have been adopted/adjusted both in California State and nationally. We will continue to review these updates and the impact that COVID-19 has had on our ability to provide continuous instruction to all students. We will continue to monitor our data and provide additional training in focused areas of need.

In creating the PCHS Professional Development Plan, administrators utilized the following needs/ assessment sources:

· MDTP Math Tests	· Technology Tool Analytics
· PSAT Results	· Standardized and State Assessments
· Graduation and drop-out rates	· State benchmarks for student performance
· Scholastic Reading Inventory Data	· Teacher Input and feedback (surveys)
· AP Results	· District Charter Office Data Report-Spring 2022

The PCHS PD Plan provides for a variety of training programs to ensure that the needs of the students, teachers, and staff are addressed. Particular emphasis needs to be placed on training in standards review and data analysis. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This is consistent with the goals of the school.

Due to state budget allotments, PCHS has committed considerable resources to support staff in-service programs. In order to meet professional development plan goals, the school will utilize the following internal and external resources:

- ASCD Professional Services (Dara Feldman, Trauma Informed Schools, Staff Selfcare)
- Socioemotional Learning and Mindfulness
- Joe Feldman, Crescendo Education Group (Grading for Equity)
- Dr. Delgado Noguera (Ethnic Studies Curriculum)
- UCLA Curtis Center
- Dr. Libby Butler, Math Pedagogy, Mindsets, and Grade Equity
- Principal Kafele (Diversity and Inclusion) <https://twitter.com/principalkafele?s=21>
- Jonathan Cristall's Digital Safety & Relationship (Assemblies for both teachers and students)
- Council Training (Ojai Foundation)
- Restorative Circles (Restorative Justice)
- Classroom Behavior Management Tool Box

The Academic Achievement Team will continue to support the Tech Education Coordinator and will be utilized extensively to provide training in the use of instructional technology. This is consistent with ISTE standards that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning. For 2021-2023 these areas will be:

- School Safety
- School Equity (Behavior Expectations Consequences, Academic Opportunity and Support, Mental Health and Well being, Co-curricular and Extra Curricular Activities)
- Cultural Proficiency (Equity Walks/Equity Action Plans)
- Instructional Best Practices
- Social Emotional Learning/Mental Health Guidelines
- Professional Development/Planning core content (Science, Social Studies, Mathematics, ELA)
- Data Analysis: Assessments,
- Instructional Technology, Technology Use
- Behavior Management
- Mentoring Program
- Professional Learning Communities
- Specific Subject Area Training
- Differentiated Instruction/Response to Intervention (RTI)
- Integrated Co-taught Classes (ICT)
- ELD training (English Language Learner Supports, SDAIE strategies)
- Literacy Training (across departments)
- Ethnic Studies instructional training
- Advanced Placement Course Training

Section II

Identification of Professional Development Activities

Each year PCHS Administration and PCHS Board of Trustees identifies goals which reflect specific needs of the school-community. Annually, these goals have been communicated to the staff and community. The AA Team reviews the annual goals and collaborates with Administration, the Ed Tech Coordinator, and department chairs to create PD activities that are relevant and job-embedded to staff.

Academic Achievement Team

Motivated by providing opportunities for teachers to experience instructional leadership and by the belief that job embedded training is the best model for instructional growth, The Academic Achievement Team was created in 2013 to support teachers and to lead professional development (PD) with part-time Instructional Coaches and Coordinators who are still teaching in the classroom. PCHS has transitioned into a three-tier PD plan in order to both personalize and connect staff learning. Each faculty member receives a professional development organizer that allows an individual teacher to reflect on the school-wide goal, Professional Learning Community (PLC) goals, and individual goals, which are supported by the Academic Achievement Team and the Administrative Team. PCHS meets the individual needs/goals of the teacher by funding teachers to attend Conferences and/or providing workshops and coaching on-site. PCHS supports PLC goals/needs by facilitating release time for PLC PD where PLC members are pulled out to work and learn together. The PLC Coordinator, and members of the Academic Achievement Team work with each PLC or department to tailor the PD time to meet their goals. PLCs document their goals, reflection, and student intervention through digital PLC Notebooks each semester.

School-wide PD days are aligned to school goals, such as implementation of state standards and frameworks and Human Relations (Culture, Climate, and Community, Cultural Relevance and Schoolwide Equity).

The measurable effect PCHS professional development has had on student learning is demonstrated by PLCs courses that are more aligned, particularly in terms of pacing, grading, curriculum, common assessments, common performance tasks, and common activities/scaffolding.

Currently, PCHS is providing school-wide training days and more educational technology training. Many Academic Achievement Team members have attended Cognitive Coaching and Adaptive Schools training to facilitate their support of staff and students. The professional development focus on teachers increasing technical skills and integration of these technical skills into their classrooms will directly impact students meeting and exceeding the adopted ISTE standards.

Professional Development

The Professional Development Plan of PCHS describes how the school will provide their newly certified teachers and paraprofessionals with opportunities to participate in 50 hours of professional development every five years (10 hours per year) assigned by administration. The professional development provided by the school must align with the goals outlined in the PCHS Professional Development Plan.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. These professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Curriculum

- Social Studies Curriculum, Frameworks Grade 9-12
- Social Emotional Learning
- Cultural Proficiency
- Science Curriculum, Grade 9-12
- STEM Curriculum, Grade 9-12
- Summer Reading Suggested Activities for all students
- Literacy and Language Development
- Development of Curriculum Renewal Plan
- CA NGSS Learning Standards, 9-12
- Environment/Global Sustainability, 9-12
- CTE Pathways
- Ethnic Studies/Social Justice
- Diversification of the Narrative (English to all departments)

Instruction

- English Language Arts, 9-12
 - o Literacy Skills
 - o Text Dependent Questions
 - o IAB Analytics and Instructional Response (TOMS)
 - o Research Methodology
 - o Literary Analysis
 - o Argumentative Writing Instructional Supports

- Mathematics
 - o Curtis Center Training (Common Assessments, Activities)
 - o Callahan Consulting (Knowledge Application, and Communication)
 - o Enhanced Mathematics
 - o Grading for Equity
- Science
 - o NSTA/CTA (National/California Science Teachers Association) conferences and/or NCTM (National Council of Teachers of Mathematics)
 - o National Endowment for Humanities Conference
 - o DEI Training. Stir Fry Seminars <https://stirfryseminars.com/> who work with educators specifically regarding DEI. The founder was featured on Oprah for his work and his documentaries on diversity. He was a SPED teacher for many years.
 - o STEM and Utilization of Science Technology
 - o Continued planning and implementation of NGSS Standards
 - o Global/Environmental Sustainability Content
 - o CCSA Conference
 - o Mindfulness
- Social Science
 - o Review of Social Science Standards and Frameworks
 - o Ethnic Studies Curriculum
 - o AP African American Studies Training
 - o The History Project (UC) Conference
 - o [Stanford History Education Group](#) (SHEG) Institute
- ELD Methods and Strategies
 - o LAUSD/LACOE
- World Language
 - o ACTFL Conference 2022-23
 - o Training for proficiency based instruction and grading
 - o Training on CI methods, such as TPRS and TPR
- VAPA and Technology Education
 - o CTE training
 - o SCETA Conference
 - o Mathematics/Computer connections
 - o Ed Tech training/ Stage Technology
 - o CUE conference

Social/Emotional Learning

- High School, Growth Mindsets
- Character Development
- Restorative Justice Practices
- PBIS
- Council
- Mindfulness

Technology

- Schoology/Infinite Campus, Google Drive Organization and Google/Schoology Integration, 1-1 Student Device Rollout, SMART Board training, EdTech subscription tool training
- Assessment Training, AMP or Powerschool

Overview of Professional Development Opportunities

The professional development available to staff is generally clustered in the following areas:

- Implementation of the Learning Standards in Math, English Language Arts, Science and Social Studies
- Implementation of statewide assessments, IABs and Common Assessments
- Integration of Technology
- Data Analysis
- Integration of reading and writing into all content areas
- Alignment of curriculum
- Social Emotional Learning/Restorative Practices
- Cultural Proficiency
- Visual and Performing Arts

The following professional development activities will be available to 9-12 staff during the 2021-2023 school year:

In-Service PCHS Sponsored Workshops/Training

The Academic Achievement Office offers a variety of in-service workshops, seminars, grants, and programs to faculty and support-staff members and others in the educational community. Workshops are designed to enhance and sharpen instructional skills and classroom practices, build knowledge, expand professional horizons and assist in improving student academic performance. Workshops are offered period 7, afterschool, evenings, and during the summer.

New Teacher Orientation Program (see Appendix II)

The New Teacher Orientation program (NTO) has been designed to support our new teachers during their **two** years at PCHS. The program requires new teachers to meet with their mentors on a monthly basis to discuss a host of topics. The monthly dialogue addresses specific instructional areas and/or topics that are essential to ensuring the success of the untenured teacher.

Administration and Management Retreats

The plan for these retreats is developed based on feedback gathered from staff. In past years, staff participated in workshops which addressed the following topics:

- Integrating technology into the 9–12 classrooms
- Cultural Proficiency
- Overview of Response to Intervention
- Utilizing data to improve instruction
- Socio Emotional Wellness/Climate and Culture
- Feedback and Communication

Faculty Meetings

The monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: data analysis, school-wide testing, school-wide events, curriculum initiatives and programs, school goals and professional development opportunities.

Grade-level Meetings/PLCs

The weekly/monthly grade-level meetings focus on the following topics: data analysis, alignment of curriculum with CA Standards, ISTE Standards, CA Framework, integration of technology, integration of school goal, utilizing data to improve instruction, implementation of new programs, school procedures, testing and items related to school initiatives. The administrator collaborating with the grade-level teachers will be responsible for supporting PLC leaders. PLC leaders will set the agenda.

Department Meetings

The monthly department meetings focus on the following topics: departmental goals, alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing and items related to school district initiatives. The department chair charge will be responsible for developing the agenda in collaboration with the department administrator.

Sexual Harassment and Mental Health/Suicide Prevention, and Diversity, Equity and Inclusion

All 9-12 staff members participate in Sexual Harassment and Mental Health/Suicide Prevention, Diversity Training.

Section III - Professional Development Calendar

Fall 2021 Professional Development

<u>New Teacher Orientation</u> (Required for all NEW PCHS teachers)		
Welcome	Meet and greet administrators and key staff. Campus Tour,	Aug 12,13

	Handbook, Accounts, Infinite Campus, Schoology, Social Emotional Activities	
School Goals/SMART Goals Evaluation Process		Sept.
Student Intervention Flags and IC Schoology		Sept. 20
Teacher Self Care and Student Intervention		Oct. 4
Classroom Engagement Strategies		Nov. 1
Midterm Reflection Guide and Exemplar, End of Semester Calendar, End of Semester Q and A		Dec. 6

Grade/Department	Activity	Date
9-12/Whole School Summer PLC and SLC Minigrants	In-person student intervention plans and curriculum development.	June-August
	Grading for Equity Research	
	Virtual Academy curricular development	
Governance Training	Brown Act Training and Scenario Work Carver/Carpenter Training* *Different Funding Source	July 24, 2021
9/Dolphin Leadership Academy Teacher Training	DLA Curriculum Design	May & July
	Student Support Review	May & July
	Team Building Exercises	May & July
Academic Achievement Team	PD Planning	July
	Adaptive Schools (postponed)	---
	SocioEmotional Strategies	July
Admin Management Retreat	Socio Emotional Strategies Goal Setting	August 3
9-12/ All departments	Tour and Staff Orientation	August 9

New Teacher Orientation	Technology Orientation	8/9
	SocioEmotional Classroom Strategies	8/9
All departments Tech Training	IC/Schoology Grade Set-ups for Passback	August 9
PLC/SLC Leader Training	Academic Achievement Team	August 9
9-12/ All departments New Teacher Monthly Meetings	September 1: 1.) SMART goal 2.)SIS (Infinite Campus) and LMS (Schoology) platforms 4.) Best practice Share outs	September 1
	October 4: Teacher Self-care and Student Intervention Strategies	October 4
	November 1: Classroom Engagement Strategies 1. Pali Partners: Warm-up (Class Pair-up Strategy) 2. Pali Veteran Teachers give you tips and strategies that will work for your Pali workflow and classrooms! 3. Self Care Activity	November 1
	December, Individual Mentorship	December
	January, Goal Midterm Reflection	January
9-12/English and Interdisciplinary Grading for Equity 2 PLC Study Groups	Summer Mini Grant: English	June-ongoing w/ Spring presentation
	Optional PD: Intro to Grading for Equity	August
	PLC Night Zoom Meetings: Interdisciplinary	Monthly October on
9-12/Whole School “Back to Basics” Training	School Safety/COVID Safety	August 16, 2021
	Student Mental Health Services	8/16
	Classroom Behavior and Attendance	8/16
9-12/ Whole School Trauma Sensitive Classroom	ASCD: Dara Feldman	August 17, 2021
9-12/Whole School	Ed Tech Coordinator and Ed Tech Coaches	Week of

Infinite Campus Schoology Synching	Job-embedded tech training	October 11 And November 8
Board and Administration Retreat		September 18

PLC Guided Job Embedded Meetings 1-4 periods	Spanish 3: Pacing Plan and Unit Alignment	November
10-12/Math	Math Analysis: Student Intervention Plans	October
9-12/Science	Chemistry: Common Lesson Activity	November
9-11/World Language	Spanish for Native Speakers: Common Vocabulary	November
9-10/Math	Algebra I: UCLA Curtis Center “Just in Time” Lessons with teacher guides	Summer & Ongoing
9-12/Math	Algebra II: UCLA Curtis Center Scope and Sequence Covid Responsive	Summer & Ongoing
9-12/Math	Geometry: UCLA Curtis Center:UCLA Curtis Center Scope and Sequence Covid Responsive	Summer & Ongoing
9/English	English 9 PLC: Scholastic Reading Inventory Assessment training and Data Analysis with Literacy Planning	September & ongoing
ELD and English 10 representative	National Literacy Conference	Nov. 9
9-12/Study Skills	Study Skills PLC	September
	Study Skills PLC	October
	One-to-One Study Skill Teacher Conference	November 15, 16
Faculty Meeting	November ASCD Dara Feldman	November 16
Schoolwide (Optional)	Kritik Onboarding session via Zoom	Nov 17 2:15p
Schoolwide (Optional)	Albert.io Virtual PD	TBA

All Staff	ASCD Dara Feldman Teacher Self Care and Trauma Informed Refresh	Dec. 2 (5:30 PM)
Faculty Meeting	School Safety	Dec. 8

Spring 2021 Professional Development

SPRING		
All Staff	Grading for Equity and Ethnic Studies	January 10
Whole School	Safety Training and Drills	January and monthly
Special Education out to Whole School	Positive Behavioral Support Systems PBIS	Jan-August
Math, English, Science, History	CA State Testing	Feb-Mar
Whole School	PCHS Climate Summit	April

SPRING TECHNOLOGY: See Appendix I		
Grade/Department	Activity	Date
Schoolwide	Promethean Interactive Display Demo	1/19/22
Schoolwide	SMART Demo	1/26/22
Schoolwide	Performance Matters	TBA
PLCs	NearPod and PearDeck	TBA

SCHOOL GENERATED INTERNAL CONFERENCES		
Schoolwide	UnConference: Optional	TBA
Schoolwide	Spring Techapalooza: Optional	TBA

PLCs	Grading for Equity	TBA
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Section IV

Professional Development Funding

(Allocations are approximate.)

AREA	ALLOCATION
Professional Development Conferences (Teachers)	163,000
Professional Development Workshops	25,000
Professional Development Workshops PBIS	50,000
Professional Development PD Embedded Time	50,000
Professional Development Planning/Educational Consultants	25,000
Departmental Specific Professional Development	163,000
Mentorship (Induction, FIP)	20,000
Curriculum Development	25,000
Technology Coaches and Instructional Coaches	10,000
Total Projected	\$531,000

The following resources will be used to assist the school in meeting identified yearly goals:

Resources	
PCHS Staff/NBC teachers	<ul style="list-style-type: none"> · Exemplary teachers · Teacher Tech Coaches · Administrative staff · Content specialists · Institutions of higher learning
Academic Achievement Team	

<u>Curriculum Consultants</u> SEL/Trauma Informed Instruction Grading for Equity Curtis Center & Butler, Mathematics Instructional Support	· LACOE provided professional development
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APPENDIX I: EDUCATION TECHNOLOGY PD

Research from the International Society of Technology Education (ISTE) reveals that high-quality professional development is job embedded, personalized, and designed to promote skill transfer. Professional learning experiences must respond to a teachers' interests, needs, and classroom settings. At the start of Semester 1, the Education Technology Coordinator will give a survey to gather information on technology training needs and major instructional goals for the year.

Being aware of teachers' skills profiles and interests with technology can greatly inform the development of a cohesive, integrated professional development plan that will enhance student learning outcomes. In many cases, these types of learning experiences can extend beyond the traditional school in-service setting to include webinars, online office hours support, learning experience courses, and virtual PD.

PROPOSED PD CALENDAR FOR 2022-2025

Grade/Department	Activity	Date
Schoolwide	Smartboard PD#1: Kickoff	TBA
Schoolwide	Smartboard PD#2: Deeper Dive	TBA
Schoolwide (Optional)	Smartboard Ongoing Support: Online Office Hours	Flexible
Schoolwide	Make interactive presentations with Nearpod	P.7
English, Math, Social Science, ELD, Special	Performance Matters, Assessments and Whole Student data looks	p.7

Education		
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PROPOSED 7th PERIOD WORKSHOPS CALENDAR EXAMPLE

Grade/Department	Activity	Date
All 7th Period Workshops will be delivered by our Educational Technology Coordinator and Tech Coaches, and will be open to all staff on an optional basis.	Menu of Options: Turnitin, Kritik, Albert.io	TBA
	Menu of Options: Quizlet, Lockdown Browser, AMP	TBA
	Menu of Options: Flipgrid, WeVideo, Loom	TBA

LEARNING EXPERIENCE COURSES

PCHS tech coaches along with the Education Technology Coordinator will create online self-paced learning courses using our Hoonuit Infobase Learning platform.

Below are the proposed courses to be produced:

Schoology 101(Beginner)

Schoology Deeper Dive (Intermediate/Advanced)

Infinite Campus 101

Power BI

Google Apps

Digital Storytelling

Nearpod 101(Beginner)

Nearpod Deeper Dive (Intermediate/Advanced)

Beyond the above PD sessions and course offerings, our tech team will continue to create video tutorials and/or help documentation for adopted EdTech tools, to aid staff in learning and troubleshooting tasks as needed. All materials will be posted to Infobase and the EdTech Enthusiasts Schoology course. Teachers and staff can also

use the Microsoft Teams app to chat with our EdTech coordinator for live support throughout

CERTIFICATION, COACHING, CONFERENCES

Our tech team proposes that a portion of PD funding be allocated to fees for certification courses that teachers can take to earn PD hours such as:

Certification courses:

[Google Certified Educator Level 1 & 2](#)

[Grow with Google](#)

[Microsoft Certified Educator \(MCE\)](#)

[Adobe Certified Associate \(ACA\)](#)

[Albert Certification Level 1 & 2](#)

Conferences:

[Educating for Careers](#)

Coaching:

[Building Excellent Schools](#)

APPENDIX II

New Teacher Orientation Program – August 2021

New Teacher Orientation and Induction Program

The 2021 New Teacher Orientation was held on August 12 - 13. In order to provide support for a successful start to the school year, new teachers and teachers with less than six months of experience attended this 2-day New Teacher Orientation (NTO). These days are specifically designed to be an introduction to the system with an orientation to curriculum areas, school initiatives, and an informational session on professional development, and other important topics. New Teacher Orientation is the first step of the New Teacher Support Program where the Academic Achievement team meets monthly, mentoring and forging relationships. The information gained during NTO and support provided by the Beginning Teacher Mentors focuses on building the capacity of new teachers to promote high achievement among students.

- Welcome message
- Introduction of Principal & Executive Director
- Introduction to School Mission and Vision
- Teaching in PCHS presentation (Pali 101)
- Your Digital Connection (EdTech)
- AA Team (Your Personal Team for Success!)
- Department Presentations
- Introduction of Induction Coaches
- SEL Activities
- SMART Goals: School, Department, PLC, Individual
- Lesson Planning and Engagement Strategies

Employee Program

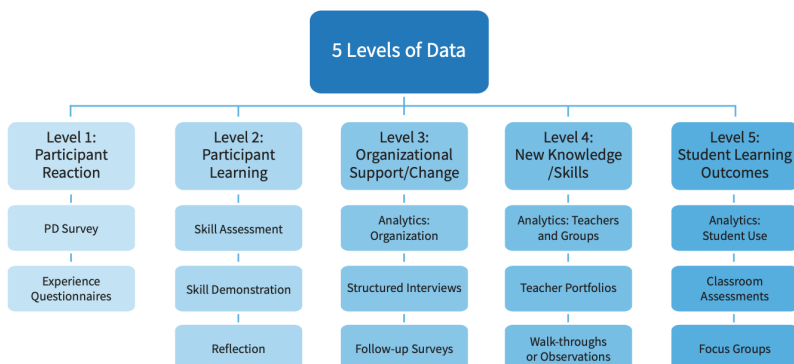
- Personnel
- Payroll
- Benefits

Meetings during the fall

- September, Smart Goals, Student Information, and Grade Set-up
- October, Selfcare and Student Intervention
- November, Engagement Strategies
- December, Individual Mentorship
- January, Differentiated Instruction

APPENDIX III : PROFESSIONAL DEVELOPMENT EFFECTIVENESS

Resource: <https://drive.google.com/file/d/1c56eLA6aqVQpctcZfT4FrUaKpX7Ws7xZ/view?usp=sharing>



Adapted from "Gauge Impact with 5 Levels of Data" by Thomas Guskey in Journal of Staff Development, February 2016 (Vol. 37, #1, p. 32-37)

As PCHS works with educational organizations exploring different avenues of professional development, one of the struggles is figuring out how to measure the success of adoption. This is true with any new initiative, whether you're in K-12 or higher education. It seems to be especially true with educational technology. The end goal is to impact student achievement, how can you measure the relationship between integration and student growth or student achievement or changes in teacher practice? The myriad initiatives implemented concurrently with technology initiatives

made correlating to success a difficult endeavor, as was identifying what types of data would be most revealing and helpful about PD rollouts. Using Guskey as a resource, PCHS can implement the following data map to assess effectiveness.

APPENDIX IV – PROPOSAL School Focus Walks

Focus Walkthrough culture would help PCHS get to level 4 in our 5 levels of data. It will contribute to awareness and growth in student achievement across the school. Focus Walkthroughs are not discrete activities disconnected from other school activities, but are associated with other improvement efforts and organizational practices taking place in each of our schools. These improvement efforts include, but are not limited to, ELA and Math Standards implementation, curriculum alignment technology integration, implementation of PBIS model, Science, Technology, Engineering and Mathematics (STEM) implementation, the use of data to improve instruction and learning, and a peer coaching model in the academic disciplines. Focus Walkthroughs are an important tool among many other improvement efforts that will help us to leverage desired changes through ongoing collaboration between teachers, students, administrators and parents at PCHS.

Focus Walkthroughs are...

- Informal and brief in duration
- Conducted by instructional leaders
- Quick snapshot of classroom activities or “look-fors”
- NOT intended for formal teacher evaluation
- An opportunity to engage in reflective feedback
- Aimed at improving student achievement

Why increasing interest?

- Instructional Leadership
- Professional Learning Communities
- Curriculum and Instruction initiatives
- Shift from teacher-focus to student-focus
- Increase in coaching and mentoring

School Benefits from Walks

- Acquire additional data about teaching and student learning
- Determine incorporation of new curriculum & instructional initiatives
- Promote collegial and collaborative conversations

Observer Benefits from Walks

- Establish role as instructional leader
- Maintain visibility and accessibility
- Become aware of teaching and learning across multiple disciplines

Teacher Benefits from Walks

- Reflect on own instructional and curricular practices
- Engage in collegial and reflective conversations
- Identify own professional development needs

Student Benefits from Walks

- Sharing with observers what they are learning
- Participating in school improvement
- Teaching targeted to meet needs

Components of Walkthroughs

- Purpose(s)
- Teacher Involvement
- Focus of walks ('look-fors')
- Who participates?
- Protocols (e.g., frequency, amount of time, ground rules)
- How data is gathered/recorded?
- How observation feedback is given?