Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career and life.

Professional Development Plan for Principals and Teachers

August 25, 2015
Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career and life.

Theory of Action

Focus Areas to Achieve Theory of Action

Supporting Structures
- School Improvement Plans (SIP)
- Differentiated Coaching & Support
- Evaluation Cycle
- Principal/Leadership Meetings and Opportunities
Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career and life.
If Executive Directors focus their leadership on...

- Developing instructional leadership capacity
- Promoting a teaching and learning agenda
- Creating conditions for leading
- Developing data and evidence-based practices
- Developing equitable practices

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If Principals focus their leadership on...

• Knowing instruction well and supporting teachers in their professional development

• Promoting a learning agenda and high expectations

• Implementing conditions for learning

• Implementing a system of knowing where students are in their learning and responding in a timely manner

• Instilling a belief that each and every student is capable of high levels of learning
If Teachers focus on...

- Exhibiting the instructional skills and knowledge needed to meet the needs of all students

- Convey high expectations for all students and afford them access and opportunities to achieve at high levels

- Collaborate in meaningful ways with colleagues on curriculum, instruction and assessment

- Assess and respond to the needs of each and every student

- Utilize equitable practices to create a culture of inclusivity and accountability

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Then Students will... experience success with our instructional initiatives

• Develop habits of learning that can be applied to new situations

• Engage in rigorous and productive thinking and interaction

• Be clear about the standards they are expected to meet

• Be self aware, set goals, and monitor own learning

• Access opportunities and supports to achieve academic success

• Develop self efficacy as a life-long learner

• Graduate high school college, career and life ready

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Focus Areas to Achieve the TOA

Improving the quality of instruction

Improving student learning

Believing in each and every student

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What would concentration on improving the quality of instruction look like?

- Conducting informal and formal observations in a timely and systematic manner based on individual teacher needs
- Ensuring continuous improvement of professional practice of teachers
- Providing meaningful feedback on an ongoing basis
- Facilitating individual, small group, and staff professional development based on identified needs
- Identifying and facilitating support to teachers based on identified needs
- Possessing the courage to address instructional concerns
What would concentration on improving student learning look like?

- Embracing District instructional initiatives and goals
- Analyzing and interpreting data
- Implementing interventions and systems of support
- Monitoring progress and making adjustments, as necessary
- Ensuring school-wide professional development is directly related to improving student learning

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What would concentration on believing in each and every student look like?

- Modeling, promoting, and ensuring high expectations for all students
- Promoting and ensuring access to and success in rigorous coursework for all students
- Owning and instilling clarity of district mission, goals, and instructional initiatives
- Providing, promoting, and ensure equitable opportunities for all students
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## Principal Meetings as a Means of Support

<table>
<thead>
<tr>
<th>Meeting Type</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Professional Development</td>
<td>Improve professional practice</td>
<td>Monthly</td>
</tr>
<tr>
<td>Nuts and Bolts</td>
<td>Improve operations and share/discuss information</td>
<td>Monthly</td>
</tr>
<tr>
<td>District Leadership Team</td>
<td>Share Superintendent communication</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Peer Group Professional Learning Communities (PLCs)</td>
<td>Enhance instructional leadership skills by extending and applying learning and engaging in safe practice</td>
<td>Monthly</td>
</tr>
<tr>
<td>Administrative Leadership Team (Representatives)</td>
<td>Share operational feedback and provide advice to Cabinet</td>
<td>Monthly</td>
</tr>
<tr>
<td>Professional PD Advisory (Representatives)</td>
<td>Assist in planning principal PD</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
Logistics

Professional Development Plan for Certificated Staff

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Achieving Our Mission and Instructional Initiatives

<table>
<thead>
<tr>
<th>How?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality instruction</td>
<td>Rigorous, articulated, common curriculum and assessments</td>
</tr>
</tbody>
</table>

The Support:

Our Professional Development Plan:
Provide opportunities for staff to collaborate and learn strategies to achieve our district instructional initiatives.
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District Professional Development – Elementary (8 hours)

September 16; October 21; February 24; April 27
Our mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career and life.

District Professional Development – Secondary/Special Groups (8 hours)

<table>
<thead>
<tr>
<th>Curriculum department leadership will plan and implement content specific professional learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 6-12</td>
</tr>
<tr>
<td>CTE</td>
</tr>
<tr>
<td>AVID</td>
</tr>
<tr>
<td>Educational Technology (RTS)</td>
</tr>
</tbody>
</table>

September 16; October 21; February 24; April 27
Teacher-Directed Professional Development

8 hours of additional professional learning opportunities will be offered at various times throughout the year, including but not limited to the 4th Wednesday.

<table>
<thead>
<tr>
<th>Inside Bellevue</th>
<th>Technology</th>
<th>Beyond Bellevue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Developers, Instructional Mentors, TPEP Coordinators offer course content related to teacher needs.</td>
<td>Technology Department and ITCLs offer tech related professional development designed to meet teacher needs.</td>
<td>Professional Learning outside of BSD at other educational institutions, OSPI classes/events, Puget Sound ESD classes. Attendance verification required.</td>
</tr>
</tbody>
</table>

A professional development calendar will be created by the BSD Curriculum Department and provided to schools. Course offerings will be publicized to district staff and courses will begin in October.

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In addition to the 16 hours…

October 9, 2015 - All Cert Staff PD Day

- Offered at the School Site by Building leadership.
- The Curriculum and Instruction department will be available to support buildings in planning and implementation of professional learning.
- Professional development will be focused on the Instructional Initiatives, District Directed Objectives, SIP, and school determined areas of need.
Additional Full Days

<table>
<thead>
<tr>
<th>Elementary Certificated PD Day</th>
<th>Secondary Certificated PD Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25, 2016</td>
<td>March 11, 2015</td>
</tr>
</tbody>
</table>

Guest speakers and differentiated, break out sessions planned and implemented by BSD Curriculum and Instruction Department.

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