

Professional Development Policy - Sample

<p>Rationale: <i>Why is a Professional Development Policy that includes the 4 Core Tier 1 PBIS features a site priority?</i></p>	<p>ABC School commits to delivering culturally responsive and trauma informed Professional Development, in order to create a learning environment where staff feel safe to learn the <i>4 Core Tier 1 PBIS Features</i> together, reflect on current practice, and seek assistance.</p> <p>Therefore, ABC School commits to building and sustaining staff capacity to effectively implement the <i>4 Core Tier 1 PBIS Features</i>:</p> <ul style="list-style-type: none"> ○ <i>Teaching Behaviors</i> ○ <i>Acknowledging Behavior</i> ○ <i>Correcting Errors</i> ○ <i>Requesting Assistance</i>
<p>Approaches: <i>How do proactive, instructive and/or restorative approaches support the Professional Development Policy?</i></p>	<p>PROACTIVE APPROACHES create a positive physical and emotional setting where staff are encouraged to actively engage</p> <ul style="list-style-type: none"> ● PD content is culturally relevant - race, ethnicity, gender, age, SES status, religion, sexual orientation, language and ability (physical and mental) ● All staff have the capacity to improve their practice and PD is designed to support each staff member’s developmental process. <p>INSTRUCTIVE APPROACHES equip staff with the specific skills needed to be successful.</p> <ul style="list-style-type: none"> ● <i>Proactive, Instructive and Restorative Practices</i> are modeled during Professional Development ● Professional development provides opportunities for differentiated instruction - <i>Orientation vs. Professional Development - Learn/Plan/Practice/Refine</i> ● Professional Development content creation and delivery is designed so that at least 80% of staff are equipped to meet learning objectives. ● The <i>PD Learning Cycle</i> provides staff the opportunity to develop a professional growth plan which includes a clear process for seeking non-evaluative peer assistance/coaching. ● Instructional Rounds provide opportunities to observe best practices. <p>RESTORATIVE APPROACHES create a community where staff feel safe to build, maintain and repair relationships.</p> <ul style="list-style-type: none"> ● PD time is dedicated to build trust and connections - share lived experiences, similarities, and differences ● Staff are provided opportunities to influence PD content/focus - all voices and perspectives are heard

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Practices: Which proactive, instructive, and/or restorative practices are necessary to support implementation of the Professional Development Policy.

The following *Proactive, Instructive, and Restorative Practices* are used to create a PD environment where staff are safe to learn together, reflect on current practices, and seek assistance.

Proactive PRACTICES

- **Room Environment:** Organize the PD learning environment to promote safe movement, access to materials, engagement, and active learning, i.e., culturally diverse imagery/music, current goals, staff project/work samples, etc.
- **Positive Contacts:** Trainers/leadership greet all staff as they enter the PD learning environment - non-verbal/verbal.
- **Professional Development Expectations:** Post PD norms that were created collaboratively and are aligned to the school-wide expectations.
- **Proximity:** Increase or decrease the physical distance between the trainer(s) and staff for the purpose of building connections and encouraging engagement.
- **Active Supervision:** Trainers move throughout the learning environment looking for opportunities to connect with staff and support physical/emotional safety.
- **Regulation Strategies:** Trainers embed energizing and calming strategies to support engagement.
- **Opportunities to Respond (OTR):** Trainers use a variety of verbal/non-verbal strategies to ensure all staff voices are heard.
- **Staff Choice:** Leadership seeks staff input regarding the PD scope/sequence/ pacing, pedagogies used, trainers selected, etc.

Instructive PRACTICES

- **Instruction:** Trainings provide differentiated instruction to the point that 80% of staff meet the learning objectives. Offer **Orientations** and **The PD Learning Cycle (LPPR)**.
- **Procedures & Routines:** Leadership defines (with staff input) and teaches the steps required to accomplish staff PD activities or tasks (procedures) and reinforces them to the point of fluency (routines), i.e., sign-in sheets, starters, norms, collaborative groupings, seeking assistance, providing feedback, etc.
- **Pre-Corrections:** Trainers/leadership provide non-verbal/verbal cues/prompts prior to engaging in a routine, transitioning to a new activity/task, etc.
- **Acknowledgment:** Trainers provide positive specific feedback throughout PD on staff engagement, PD expectations, taking risks, collaborating with peers, etc. (4+ to 1-).
- **Correction:** Trainers provide specific feedback throughout PD on how to improve engagement, PD expectations, taking risks, collaborating with peers, etc. (4+ to 1-).

Restorative PRACTICES

- **Affective Statements:** Trainers provide staff with private *Affective Statements* which expresses how their behaviors (level of engagement, risk-taking, collaborating with peers, etc.) resulted in a positive or negative emotion (4+ to 1-).
- **Restorative Questions:** Leadership asks *Restorative Questions* to elicit the perspectives of the people involved in an event that caused harm.
- **Community Building Circles (CBC):** Trainers facilitate *Community Building Circles (CBC)* to build relationships, solve problems, and repair harm.
- **Restorative Conversations:** Leadership utilizes *Restorative Questions* to facilitate a guided conversation between two or more persons focused on finding the root cause of the problem and creating a shared plan.

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<p>Procedures: <i>What procedures are necessary to implement Professional Development Policy?</i></p>	<p>In order to create a learning environment where staff feel safe to learn the <i>4 Core Tier 1 Features</i> together, reflect on their current practices, and seek assistance, the following procedures have been adopted.</p> <p>The <i>Tier 1 Climate & Culture Team</i>:</p> <ul style="list-style-type: none">● Meets at the end of each year to select PD topics (ensuring all <i>4 Core Tier 1 Features</i> are included): 1. Determine the level of training necessary for each topic - Orientation or Professional Development (Learn, Practice, Plan, Refine); and 2. Identifies the audience and learning objectives● Collaborates with the PD Team - PD Calendar includes the <i>4 Core Tier 1 Features</i>● Assigns Team members to develop and deliver content● Collaborates with the Leadership Team - Instructional Rounds include the <i>4 Core Tier 1 Features</i>● Includes a member trained to provide peer coaching support (see <i>Request for Assistance</i> form)
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