

## Implementing Building-level Professional Development

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Course for which this was submitted: EDUC 6930

[UELS Standard\(s\)](#) to which this activity is aligned:

[Praxis 5412 Standard\(s\)](#) to which this activity is aligned:

A. What strategies and/or techniques were used to communicate the importance of the professional development? Provide a rationale for your choice of strategies and/or techniques.

To communicate the importance of professional development, we used emails and faculty meetings. The email communication was sent every Tuesday as a "Tuesday Teacher Tip". This was assigned to the instructional coaches as a way to help remind the faculty of the Professional Development goals that were created and were being worked on.

Faculty Meetings were used as a way to review the goals and introduce new goals. Faculty meetings were a way for the entire faculty (16 people) to discuss how the development was going and what the next steps were.

B. What individuals did you select as participants in the professional development? Why did you select them?

We are a small faculty, so the entire faculty was selected as participants. We have a school improvement plan, and this was part of the plan.

C. What approaches were used to facilitate professional development? Provide a rationale for your choices.

Instructional Coaches were used to help monitor the progress of the goals being met with the faculty. The Principal had collected the goals, and distributed them to the coaches so the coaches knew what each teacher was individually working on.

At the beginning of the second term, the principal, redistributed the goals to the faculty so each member could reassess their goals and make any necessary change. This allowed each individual member to decide if the goal they were working toward was working or not.

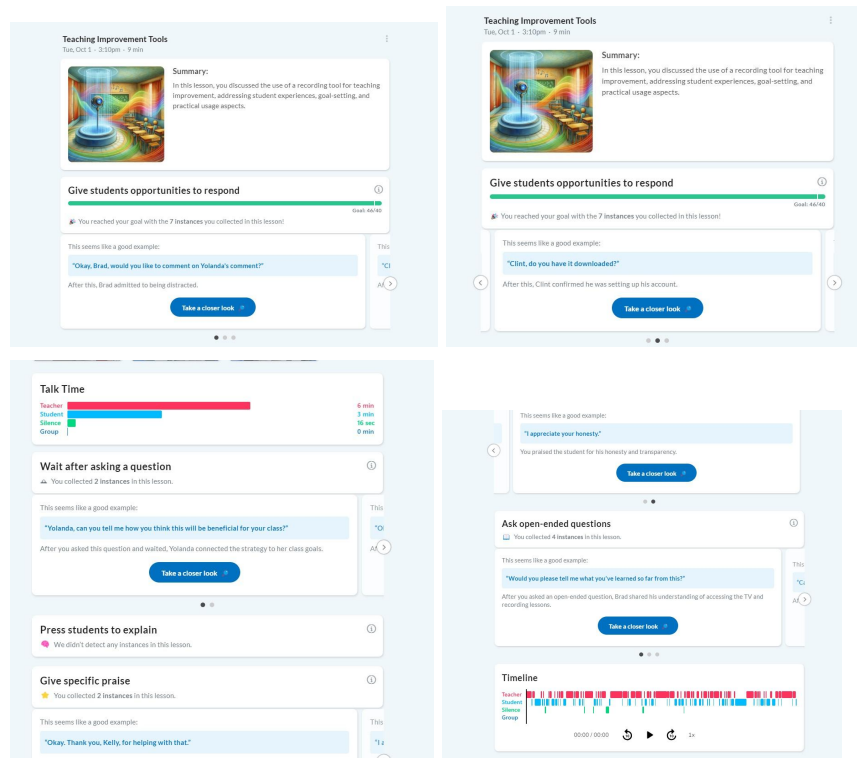
D. What strategies were used to actively engage the participants? Provide a rationale for your selected strategies.

Besides the monitoring by the Instructional coaches previously mentioned, we also purchased the “TeachFX” app and had a meeting with the coaches to demonstrate how this works. The teachers who have voluntarily used it, feel that it has helped the to self-monitor their teaching and apply the strategies that are suggested in the app.

E. What assignment(s) was (were) given to participants and/or students to demonstrate the impact of professional development on instructional practice and student learning? What is the connection between the assignment(s) and the professional development?

1. The Faculty was given the assignment to create a goal based on the “Big 8” ideas of effective teaching. After the first term, we were given the assignment to review the goal and either create a new one or add to the previous goal to make it more effective in our classrooms.
  - a. The assignment was to help teachers self-evaluate whether their teaching goal was being met, or if it needed refinement.
2. The other assignment given was to practice teaching with the TeachFX app. This app will help teachers to evaluate themselves.

Required artifact:



# SMART GOALS

|   |            |                                                                                                                                                         |                                            |                                                    |
|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------|
| S | SPECIFIC   | Describe your goal:                                                                                                                                     |                                            |                                                    |
|   |            | use <u>relevant rubrics</u> and <u>success criteria</u> <u>have expectations</u> <u>students will understand &amp; follow directions - instructions</u> |                                            |                                                    |
| M | MEASURABLE | How can you track your progress?                                                                                                                        |                                            |                                                    |
|   |            | <u>use course, unit, and daily expectations posted</u>                                                                                                  |                                            |                                                    |
| A | ATTAINABLE | Who is going to help you with your goals?                                                                                                               | Which will be your accountability partner? |                                                    |
|   |            | <u>with studies</u><br><u>teacher</u>                                                                                                                   | <u>Tamara</u>                              | When will they check in with you?<br><u>weekly</u> |
| R | RELEVANT   | List the skills and resources you need in order to meet your goals.                                                                                     |                                            |                                                    |
|   |            | <u>perhaps use check-off list</u><br><u>Students have sticky notes to write assignments</u>                                                             |                                            |                                                    |
| T | TIME BOUND | Goal for check in date 1                                                                                                                                | Goal for check in date 2                   | Goal for check in date 1                           |
|   |            | <u>Goal at 10/1/20</u>                                                                                                                                  |                                            |                                                    |
|   |            | When? <u>Oct 20</u>                                                                                                                                     | When? <u>Oct 13</u>                        | When? <u>Nov 17</u>                                |