

Presentation: <https://prezi.com/view/KfWdyXLz7TlyWXnnOYqz/>

Red Lion Area Junior High School
Red Lion Area School District
Red Lion, PA



Professional Development Plan
Length of Plan: 6 weeks

Purpose of Plan

The purpose of this professional development plan is to supply Junior High English teachers with a professional development that will aid teachers in preparing all students to become lifelong learners through teaching them the skills necessary to reach their greatest potential in life.

This professional development will contribute to the Red Lion Area School District's Comprehensive Plan Goals by preparing teachers to effectively and consistently deliver curriculum across both 7th and 8th grade in a blended learning format. The blended learning approach will allow for teachers to easily differentiate for all learners to be successful.

Intended Audience

The intended audience of this professional development are teachers in both 7th and 8th grade in the Red Lion Area Junior High, specifically focusing on the English department content teachers, focusing on blended learning. Currently, this professional development will be for 12 teachers between the two grades. At the time of this professional development, these teachers will have completed their first year of making a digital conversion. This is a perfect time to take their blended learning skills to the next level.

After presenting and getting feedback from the English department, the professional development will be altered for any improvement. At that time, teachers in other departments who are already implementing blended learning will be invited to take on a leadership role, and take the information back to their own department. When each department has a blended learning professional development based off of their content, this plan can be taken to the high school for their departments.

Leadership

The people who will be asked to be involved in reviewing and prioritizing the needs addressed will be the Building Principal, District Technology Coach, Junior High English Department Head, a Technology Facilitator, and teachers who are part of the first Blended Learning Cohort. All members will analyze the data from the Needs Assessment survey to find the best professional

development to meet the wants and needs of the teachers. The Building Principal's role would be to supply time to allow for the professional development to take place as well as a consultant role. The District Technology Coach's role would be to offer suggestions on how to successfully prepare a technology professional development based on the needs of the department, suggest tools, and have a consultant role. The English Department Head's role would be to make sure the planned professional development allows the curriculum to be successfully taught to students in both grades and all levels. The Technology Facilitator's role will be to distribute the Needs Assessment survey data to all members of this group in a timely manner. They will also plan and deliver the professional development to all content teachers in the Junior High English department. Teachers who are already part of the Blended Learning Cohort will be consulted on tips, tricks, and tools for teachers to be successful in using the blended learning style.

The organizational system/structure that will be put in place for this leadership team would be to set up meeting times and a method of communication/organization for resources and ideas on how to successfully deliver this professional development. Ideally, there would be at least one meeting time to analyze the data from the Needs Assessment to make sure everyone involved would understand the needs and how far the group needs to go. There would then be one to two meetings to discuss the implementation of the actual professional development. Finally, there would be a meeting after the professional development to analyze how the implementation went, what would need changed, and how to revamp for other departments in the building.

Resources

This professional development will require a classroom and teachers to bring their laptops. The professional development will be set up in the same way a blended learning lesson would be taught in the classroom. Therefore, to make this successful, there will be a lot of pre-planning that will be more important to this professional development.

Summary of Needs Assessment Data

This Needs Assessment was distributed on October ___, 2018 and was open for responses until November ___, 2018. There were ___ content teachers surveyed in the Red Lion Area Junior High School English department. There were ___ 7th grade teachers and ___ 8th grade

teachers included in the survey. Out of the total ____ teachers, ____ responses were collected. This group of ____ teachers consisted of ____ brand new teachers, ____ non-tenured teachers, and ____ tenured teachers. The Needs Assessment survey consisted of ____ questions consisting of multiple choice, linear scale, checkboxes, and open ended responses. From the survey, it was found that ____% of teachers wanted _____, ____% of teachers wanted _____, and ____% of teachers wanted _____.

Learning Design & Implementation

This professional development on blended learning will be delivered in a blended learning format. It will be delivered in this format because teachers will then experience what their students will be experiencing when they use this format themselves. Depending on the comfort levels of the teachers with blended learning as determined by the Needs Assessment, the number of rotations and what will be learned at each station will be differentiated. Initial thoughts include having a three station rotational model. The first would be for teachers who are very unsure about blended learning. This rotation will be with an instructor who will directly teach the small group what blended learning is and where the district would like to see it go. The second rotation would be a collaborative group where teachers can explore different apps, extensions, and resources to aid teachers in making successful blended learning lessons. The final group would be an individual rotation where teachers can turn current lesson plans into a blended learning model. However, they can use each other as resources to create and share blended learning lessons by team/grade level. This could potentially become something that gets revisited on a regular basis to share new tips, tricks, and tools teachers find while implementing their own blended learning in their classroom.

At the end of the implementation period, there will be a Google Form to collect feedback from the teachers. There will be some of the same questions from the Needs Assessment to determine whether or not the teachers feel more or less comfortable with blended learning. The leadership team would analyze the “before” and “after” data to see how successful the professional development was. Throughout the implementation period, there will be classroom teachers from the department who already implement blended learning to answer questions.

Outcomes

At the end of this professional development, there will be an anonymous survey for teachers to take to give feedback on the effectiveness of the session. It will be an electronic survey through Google Forms. It will consist of questions from the Needs Assessment to see how the comfort level and understanding of blended learning has changed from before the professional development to after. Other questions on the effectiveness of the professional development will include questions about the professional development itself, the instructor's effectiveness, the format, and how their understanding has changed.

References

Red Lion Area School District. (n.d.). Retrieved July 17, 2017, from <http://www.rlasd.net/apps/pages/branding>
Red Lion Area SD District Level Plan [PDF]. (2016, July 1). Red Lion: Red Lion Area School District.