



# BSD#7 LRSP Strategic Objective ACTION PLAN: 1.05 BHS Professional Development 2011-12

**Strategic Objective (SO):** 1.05 Utilize meaningful, job-embedded professional development to support student achievement.

**Topic of SO, e.g., Math, PEAKS, etc.:** All BHS content areas.

**Leader:** HS Instructional Leadership Team (administrators, instructional coaches, and department leaders.)

**Team Members:** All HS departments

**Action Plan Projected Completion Date:** On-going with progress monitoring at end of semester 1 & 2.

**Evaluation Plan:** *Describe steps you will take to determine if you have reached this strategic objective.* When teachers are using job-embedded professional development, we predict that we will receive more requests for training from instructional coaches and fewer requests for “single-shot” traditional training that may occur at a professional conference. Instructional coaches will record data regarding type and number of teacher requests for professional development. We will continue to analyze this data throughout the year to assess staff migration to the new professional development model.

**Best Practice Investigation:** *What information is uncovered looking at best practice in relation to this strategic objective.* Best practice is job embedded professional development. It is school based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). It is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999).

<b>Action Steps</b> What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	<b>Who</b> Who will be responsible for what actions?	<b>Timeframe</b> What is a realistic timeframe for each action?
1. With the help of instructional coaches, teachers will access the Successful Practices Network to incorporate rigor and relevance framework into their lesson planning and adjust quadrant D plans currently in use. 2. Faculty will use early release time to share/experience best practices/strategies in a collaborative learning model. 3. With help from instructional coaches, faculty will receive training in technology and quadrant D concept. 4. Instructional coaches will help gather relevant and appropriate IEFA material that will be incorporated into specific social studies coursework. 5. Faculty will work with instructional coaches to research and share successful practices in using a variety of appropriate math tools for problem solving. 6. Bridger staff will use daily collaboration time to foster job-embedded professional development. This process	1. Instructional Coaches  2. Math, English, Social Studies Dept. 3. English Dept.  4. Social Studies Dept.  5. Math Dept.  6. Bridger Faculty	1. On-going with roll-out to begin fall 2011.  2. On-going  3. 2011/2012  4. 2011/2012  5. 2011/2012  6. On-going with implementation to

<p>will help to influence successful implementation of the performance based education model.</p> <p>7. With any needed assistance from instructional coaches, staff will develop and implement effective, research based assessment techniques. The process will be key to the success of the implementation of the performance based education system.</p> <p>8. With collaboration of other state and local libraries, staff will learn and demonstrate new techniques and strategies to achieve department goals related to research and technology; webinars and discussion may be primary tools for collaboration.</p> <p>9. In an effort to remain current with new techniques and practices, staff will seek out specialized training from state and local professionals in the field. They will utilize these new skills to keep their curriculum relevant and engaging.</p> <p>10. Many staff will utilize new alternative professional development model to create meaningful, engaging, focused, and personalized professional development. (For example, job shadow experiences for vocational teachers.)</p> <p>11. Collaboration at lunch hour – instructional coaches will offer special interest sessions during the lunch hour. These sessions would offer a chance for staff to participate in discussion of best practices, which could be adapted for specific lessons.</p>	<p>7. Bridger Faculty</p> <p>8. Library Staff</p> <p>9. Art Staff</p> <p>10. As an option – open to all staff.</p> <p>11. Instructional Coaching Staff</p>	<p>start fall, 2011</p> <p>7. On-going</p> <p>8. On-going</p> <p>9. On-going</p> <p>10. Plans to be submitted in the fall, completion of PD to be done by May.</p> <p>11. Throughout the school year.</p>
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**Progress expected by the end of the year:** We anticipate increased use of instructional coaches across the curriculum. We anticipate that many teachers from all content areas will request and receive help from the instructional coaches, ranging from specific lessons to broad course development and assessments. We believe that the use of the instructional coach model will create opportunities for job embedded professional development where staff are encouraged to explore new strategies and test the validity of the strategy in their classrooms. As the year progresses, we anticipate that the role of instructional coaching will transform; from “help me to find” and to “help me to implement change.” We also anticipate that increasing numbers of staff will use the alternative PIR model in an effort to personalize their professional development.