



LRSP Status Report – June 2012

1.05 BHS Professional Development SR 2012

Strategic Objective (SO):

1.05 Utilize meaningful, job-embedded professional development to support student achievement.

Topic of Strategic Objective (SO):

All Content Areas

Department/School: Bozeman High School

Leader: Watson

Team Members:

HS Administrative Team, BHS Instructional Coaches, Department Leaders

In a year, we hope to see the following progress on this strategic objective:

An increase in the use of instructional coaches. Teachers from all content areas will request and receive help from the instructional coaches, ranging from specific lessons to broad course development and assessments. The use of instructional coaches 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. We also anticipate that more staff will use the alternative PIR model in an effort to personalize their professional development.

PROGRESS SUMMARY

Our goal for this school year was for more teachers to experience job-embedded professional development. We believe that professional development should be school based and integrated into the workday. This year, with the help of the instructional coaches, we attempted to provide more opportunities for job-embedded professional development.

In a review of data supplied by the instructional coaches, we determined that approximately 80% of the teaching staff received support and/or training from an instructional coach. The coaches organized optional lunch training seminars on topics such as using google docs, flipping the classroom, and creating podcasts to use in their lessons. The lunch seminars had an average of 29 attendees. In addition, coaches delivered quadrant D training to every department in the building in an effort to increase the use of effective teaching practices. Another example of job embedded professional development was the teaching cadre program. The cadre program provided an opportunity for teachers to observe other teachers and then discuss how their observations could influence their own practice. This year was a pilot year for the cadre, with just a small number of teachers participating. We expect to increase that number next year. Also, with the help of the instructional coaches, we have increased training and access to the Successful Practices Network. (All of the core departments were trained on the access to the SPN, and some additional elective departments were also trained.) We believe this program will

support teachers in their efforts to explore new and effective teaching strategies. The lessons and activities are designed to help teachers incorporate quadrant D learning into their practice.

With regard to fulfilling PIR requirements, about ½ of the certified staff completed an alternative, flexible PIR plan. Some examples of these plans were self study projects, curriculum development, or training in their specific content area. We believe that this alternative PIR option increased relevance for many of our staff. Many staff experienced training that was directly related to their content.

Approximately 12 staff members participated in the job shadow program to complete their required professional development. The job shadow program was intended to increase awareness of college and career readiness expectations and what we could do at the building level to incorporate work place skills in our lessons. The work sites were chosen by the teacher and were generally related to their content. For example, we had a math teacher who visited a local engineering firm and shadowed several professionals who worked in the engineering field. While reflecting on their experience, most all had a very positive experience with some claiming that it was the best professional development of their career.