

Escondido Union School District  
Professional Development Priorities  
2011-2012

All Teachers-All Content Areas/Regular & Special Education

- Introduction to culture of universal achievement (It begins with me.)
- Teacher team collaboration around student data (learning needs) toward content and learning strategy targets
- School site NWEA training focused on progress monitoring, use of data to guide instruction, goal setting
  - Required grade level/department action planning every 6-8 weeks (minimum).
- Establishment and monitoring of whole class learning goals (NWEA, other benchmarks, attendance etc...) for each 12-week learning period.
- Introduction of individual student goal setting and progress monitoring.
- Middle Schools- Consistently embed *Power Reading* strategies into classroom practices so that EL students may access and be successful with at-grade level standards, content, textbooks, and materials.
- Elementary Schools- Consistently embed *Side by Side* strategies into classroom practices so that all EL students (regardless of language level) may access and be successful with grade level core content and supplemental materials.
- Site-based technology professional development, with content selected by school sites from a district list of priority topics

Some Teachers

- Web 2.0 Technology professional development (voluntary interested teachers).
- Technology- Project LIVE (application process)
- Technology- iRead (application process)
- On-site MS math coaching support with site-identified foci (all 6-8 Math teachers)
- On-site ELA coaching support with formative assessment analysis and intervention strategy planning (K-8)
- PAR-Peer Assistance and Review services (designated and voluntary teachers) \*
- Continue math teacher lesson study groups (participating Grade 4 & 5 teachers)
- Learn about Grade 1 Cognitive Guided Instruction (CGI) in mathematics (cohort Grade 1 teachers)
- Kindergarten Leadership Team-development of Kindergarten transition program (K teachers)
- Beginning Teacher Support & Assessment-BTSA workshops (qualifying new/out-of state teachers) \*\*Some sessions open to ALL teachers on a voluntary basis.
- "The Spectrum of Autism" workshop (voluntary interested teachers)
- "Building Language Rich Environments" workshop (voluntary interested teachers)
- 504 Service Plan training (504 site coordinators)
- Problem-based learning in Math & Science, summer school (application process)
- Problem-based learning in Science, 2012-14 if funded (MS science teachers)

- CSAT training to support schools in developing social, emotional, behavioral, and academic supports for students (teachers, counselors, psychologists, social workers)
- CSAT Booster Team training (school CSAT teams)
- Pro-Act training (mostly special education teachers, administrators)

\*PAR Program will be updated during 2011-12.

\*\*Some BTSA workshops will be open to interested teachers who may be new to the district or to a particular teaching assignment

#### Positive Behavior Intervention Support (PBIS)

- Behavior management training-“Build Your Classroom Management Toolkit: Supporting Student Learning in the Classroom”( some teachers, voluntary basis)
- Training and support for school site PBIS leaders, based upon individual school’s needs (site staff)
- Positive behavior coaching support for behaviorally at-risk regular education students (some teachers, by CSAT referral)
- Monthly PBIS training (PBIS Teacher Leaders-formerly known as district Safe & Drug Free Committee)
- CARE Project PBIS training (counselors, psychologists, social workers)
- Mini staff-specific trainings on Positive Behavior Intervention Supports
- Training to build common discipline and intervention practices to support positive student behavior and academic achievement (assistant principals, interested others)

#### Special Education Teachers

- Autism training on the National Autism Center’s best practices, 4 days (Autism teachers)
- Professional development on behavioral analysis, data collection, assistive technology, and curriculum in collaboration with the Diagnostic Center of Southern California, 5 days (SH teachers)
- Workshop for NSH teachers to support best practices in instruction, assessment, and intervention (NSH teachers)

#### Special Education-Speech and Language Pathologists, Psychologists

- Job-alike meetings with topics TBD by group input

#### English Learner (EL) Site Coaches

Monthly professional development for coaches to support:

- Grade level/department action planning
- Grade level/department intervention planning (target = intensive, then strategic students)
- Data analysis
- Identified instructional strategies with co-teaching, model lessons
- NWEA data retrieval, utilization, parent communication
- *Side by Side* (K-5) and *Power Reading* (6-8) implementations

### All Employees

- Continuing Microsoft trainings (interested classified and certificated employees)

### Classified Employees

- Customer Service training (school office staffs, CGEC staff)
- Attendance Intervention training (attendance clerks, SART team members)
- Positive Behavior Intervention Supports-PBIS (Noon-time supervisors)
- Office Manager meetings (office managers)
- Attendance Clerk trainings (attendance clerks)
- Student records training (school clerks)
- District E-mail focus group (interested classified)

### CARE Youth Project Staff & Local Agencies

- Capacity building workshops of EUSD agencies to familiarize/affirm district student support processes (counselors, social workers, psychologists, local agencies)

### Administrators

- Training and coaching for districtwide NWEA implementation (principals, assistant principals)
- Participation in *Principal Data Summit*, October, 2011 (principals)
- Monthly *Leadership* meeting professional development (cabinet, principals, assistant principals)
- Monthly *Site Support* meeting professional development to include: student support training for integrated systems, attendance intervention training, on-going special education training, Human Resources training
- *MobLE*-Mobility for Leaders in Education- grant-funded professional development to utilize iPad technology within their respective leadership roles in the district ( board members, central office administrators, and site administrators)

### Some administrators

- Monthly 1<sup>st</sup> and 2<sup>nd</sup> year principal articulation
- Regional principal meetings

### Program Improvement Schools

- Professional development re school improvement/reform (administrators, teachers)
- Alternate Governance team on-going monitoring with classroom visitations (school teams)
- Program Improvement coaching from external consultant and Educational Services leaders (school teams)

### Parents

- Fall site-based NWEA parent trainings (all parents invited)
- Fall EL-CELDT parent trainings (all EL parents invited)
- School based parent information events (school's parents invited)

### Special Education-Parents

- “Behavior Interventions” workshop
- “Assisting with Homework and Meeting Your Child’s Learning Needs” workshop
- “The IEP Process” workshop
- “Autism” workshop
- “Understanding Learning Disabilities” workshop