

Professional Development Project



Joel Besancon
Kent State University
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Leadership Standards

2.2 Provide Effective Instructional Program

- a. Candidate facilitates activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- b. Candidate makes recommendations regarding the design, implementation, and evaluation of curriculums.
- c. Candidate uses and promotes technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

- a. Candidate assists school personnel in understanding and applying best practices for student learning.
- b. Candidate applies human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidate uses appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

- a. Candidate implements well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b. Candidate uses strategies to form comprehensive professional growth plans with teachers and other school personnel.
- c. Candidate develops and implements personal professional growth plans that reflect a commitment to life-long learning.

3.3 Manage Resources

- a. Candidate uses problem-solving skills and knowledge of strategic, long-range, and operational planning in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
- b. Candidate creatively seeks new resources to facilitate learning.
- c. Candidate applies and assesses current technologies for school applications.

Leadership Standards, continued.

5.1 Acts with Integrity

Candidate respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.

5.2 Acts Fairly

Candidate demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

Candidate makes and explains decisions based upon ethical and legal principles.

6.1 Understand the Larger Context

- a. Candidate acts as an informed consumer of educational theory and applies appropriate research methods to a school context.
- c. Candidate demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- f. Candidate analyzes and describes the cultural diversity in a school community.
- g. Candidate can describe community norms and values and how they relate to the role of the school in promoting social justice.

Itinerary

1. Present the teacher survey data that provides documented support for vertical content area meetings.
2. Provide research that supports vertical meetings.
3. Identify the dedicated facilitators and groups that will be meeting.
4. Discuss the topics that align across all groups/content areas.
5. Allow time for each group to meet independently to prioritize the previously mentioned topics as they relate to their individual content areas.
6. Plan 6 30-minute meetings and determine what materials are necessary for each teacher to bring to the meeting.
7. Share out how each group prioritized the topics to meet their group's needs.

Materials

Facilitators will need a computer and projector.

PowerPoint to guide conversations within each group.

Handouts of note-taking documents.

Word Document for facilitator to combine notes.

Other materials deemed necessary by the members of each individual content area team.

Presentation to the Staff

Needs Assessment

Cite topics of Vertical Meetings (i.e. curriculum resources, grading practices, and/or content standards/skills across grade levels)

Plan 6 30-minute meetings based on the most important and relevant topics in preparation for the 2017-2018 school year.

Working in Vertical Teams

Richard DuFlour

Blog available at

[http://www.allthingsplc.info/blog/view/
41/working-in-vertical-teams](http://www.allthingsplc.info/blog/view/41/working-in-vertical-teams)

What knowledge, skills, and dispositions do we want our students to acquire as a result of this course or grade level? This question is answered in part by clarifying with teachers in the grade level above what they consider the skills and knowledge students must have as they enter their grade level.

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How do we know our students have acquired the intended knowledge and skills? What assessments can the two teams create together to monitor student learning as they make the transition from one course or grade level to the next? For example, if the sixth grade team has identified certain math skills as essential for students to master prior to entering sixth grade, then the fifth and sixth grade teams should work together to create assessments that provide evidence of student proficiency. Both teams should examine that evidence and discuss ways to strengthen the results.

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What evidence can the receiving team gather about student learning that could be helpful to the sending team? Precise and specific feedback is far more effective than generalities. The statement "These kids don't know how to write" is not helpful. "Forty percent of the students struggle with making transitions between paragraphs" could be very helpful to a team focusing its efforts on ways to benefit students.

Action Plan

From February, 2017-May 2017, vertical teams of teachers met six times to align curriculum resources, coordinate grading practices, and identify necessary skills across grade levels.

Teachers will identify one goal related to each topic mentioned above to implement during the 2017-2018 school year.

Vertical Teams will meet 8 times during the 2017-2018 school year to revise/edit the established goals. These meetings will take place approximately twice per quarter.

Reflection

The outcomes of vertical meetings can be a very powerful tool to unite teachers, administrators, students, parents, and all school-community stakeholders to promote consistent expectations at each grade level which will lead to higher academic achievement. I think these meetings will allow teachers to be more purposeful and transparent in their instruction, assessment, and communication of student success.
