

Professional Development

An Overview of the Proposed Design

The Franklin Elementary reform efforts will promote best practice in professional development. The design will embrace the following principles:

1. Effective professional development uses content and strategies that have proven valuable in increasing student learning and development.
2. Effective professional development increases administrators and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre-kindergarten through six.
3. Effective professional development uses a variety of approaches to accomplish the goals of improving instruction and student success (National Staff Development Council's Standards for Staff Development, 1995).

Commitment to high quality, continuous professional development will result in support for teachers as they embark in this change initiative, a greater commitment to improved instruction and curriculum by staff, and an increased ownership by staff for students with specific learning needs who, in the past, they did not serve full-time.

The strategies to achieve this initiative are as follows:

- On-site course on LEP Issues and Methods Education
- School-based Classroom Action Research
- Coaching of Staff Regarding Assessment, Differentiation, Curriculum, Portfolios, and Standardized Assessment Tools
- School-based Study Groups (e.g., Guided Reading)
- Staff Meetings Focused on Professional Development
- Parent Involvement and Inservice
- School Organization and Leadership

On-Site LEP Issues, Methods, Courses and Professional Development Pertaining to Assessment

Franklin Elementary has a commitment from Professor Maggie Hawkins of the UW- Madison, School of Education, to consult with the school and facilitate the courses needed for staff to become highly effective with LEP students within the regular classroom. The courses will include *Issues in English as a Second Language Education*, *Methods for Working with ESL Students*, and *Linguistics*. Professional development specific to all students includes training in the *Six Trait Analytic Trait Writing Model*, *Primary Language Arts Assessment* (for children K-2), and *Authentic Portfolio Assessment*.

School-Based Classroom Action Research

Building on the strong district action research initiatives during the past eight years, Franklin will be the site of the first district school-based group. Teachers and support staff will work throughout the year to research questions about their teaching practice, their classroom organization, and student learning in the context of this reform effort. The studies will be published, shared, and discussed in order to influence the school's future directions.

Coaching Staff

Providing support to teachers for innovations in the context of the environment in which they work is critical to the success of its implementation. A coach will promote teacher reflection, learning, and successful implementation of reform efforts. The focus in all coaching partnerships will be on improved success of every student in all academic areas.

School-Based Study Groups

Study groups based on issues identified in the staff needs assessment will foster reflection and yield potential recommendations to the larger staff. Groups might include *Guided Reading*, Differentiating Instruction, Organizing for Learning, or Language Arts Assessments.

Staff Meetings Focused on Professional Development

Staff meetings once a month have traditionally been reserved for the dispensing of information. A variety of strategies will be used to shift the focus of this time to learning together as a staff about all of the topics our CSR addresses.

Parent Involvement and Inservice

Parent Inservice began in January of 1998 in order to facilitate and increase input from parents about their child's academic and social needs at school. This inservice initiative will continue with administrative and district leadership to guide parents regarding how to be involved with their child's learning in addition to soliciting parent input about the education their child is receiving. Franklin School will continue to develop a partnership between parents and the school to better meet the needs of students.

School Organization and Leadership

The principal will continue applying organizational strategies and leadership skills to the CSR developed through course work (*Organizational Theory* and *The Principalship*- Professor Kent Peterson, *Pupil Services and Diversity*- Professor Colleen Capper, *Teaching & Learning Organizations*- Professor Allan Odden, and *School Community Relations*- Professor George Kliminski) accomplished at UW- Madison.

1998-1999 Professional Development Calendar

- September =
- ✧ Staff Development Day (K-5 Math and Spelling Curriculum)
 - ✧ All classroom teachers learn to use PLAA.
 - ✧ All classroom teachers learn to use PMA. - BPS helped assess
- October =
- ✧ Begin University course *Language, Culture, and Learning*
29 Staff 21/24 classroom teacher
- November =
- ✧ Align Spelling and Math curriculum to District Standards
- January =
- ✧ Staff Development Day (K-2 Math and Spelling Alignment cont.)
 - ✧ Begin *The Six Analytical Traits of Writing* 10 hour training
- February =
- ✧ Cont. *The Six Analytical Traits of Writing*
- March =
- ✧ Data Academy Training for Principal and Secretaries
 - ✧ Complete *Language, Culture, and Learning* 45/90 certification
- April =
- ✧ Five Franklin staff visit the dual language program at Illinois' North Shore School District #112 and then update Franklin staff on their learning.
 - ✧ Cont. *The Six Analytical Traits of Writing*
 - ✧ Paul White 2 hrs. training (creating an emotionally supportive inclusive environment)
 - ✧ Classroom teachers learn new extensions of PLAA.
- May =
- ✧ Complete *The Six Analytical Traits of Writing*

① Pat U. Tracey K. } District PLAA

② Chris S. - Kdg. Screening Comm.

③ Franklin Math Comm - Dev. Kdg.
Post test