

1.5 Staffing

Professional Development [14 Del. C. § 512(6)]

1. Describe the professional development plan, including standards and opportunities that ...
 - a. A schedule and explanation of professional development that will take place prior to ...
 - b. The expected number of days/hours for professional development throughout ...
 - c. An explanation of how professional development will be aligned with the interim (e.g....
 - d. An explanation of how the professional development program will be evaluated...
 - e. An explanation of the school's system for providing coaching and professional

The Professional Development for LTA will be designed to be extensive and ongoing. The Leadership Team of the school will be in the capable hands of the School Leader and CEO. Consulting Services will be provided by BRIDGE to Achievement.

The State of Delaware and the nation are moving quickly from a low and medium income economy to a highly skilled labor force as a necessity. As a result LTA understands the need for a rigorous CORE Curriculum and STEM Program. LTA's key focus in STEM will be in the areas of CORE Standards with an emphasis on Biomedical and Global Health Sciences and Processes of Design and Engineering.

a. The themes of LTA Professional Development summarize the core mission of LTA:

- Securing the best possible outcomes for each student
- Ensuring and providing for the best possible learning and teaching experiences for each student
- Providing the best possible support, care and guidance to each student
- Engaging the Greater New Castle County community and families

Prior to the opening of LTA there are several professional experiences that will be planned, discussed and delivered. The following are the professional development categories:

Professional Development

- | | |
|-------------------------------|--|
| 1. Career Technical Education | 7. Learning Styles |
| 2. Conflict Mediation | 8. Multi-Disciplinary Approach |
| 3. Governing Board Training | 9. Person Integrated Math |
| 4. Integrated Curriculum | 10. Professional Learning Communities |
| 5. Leadership Training | 11. Projected Base Learning |
| | 12. Special Education (RTI-IDEA-504-Tiered Intervention) |
| | 13. Student Services |

See Appendix 3 Section 1.5 -- Professional Development for a full layout of staff development.

b. The expected number of days for professional development can be broken down into the following:

- Staff Development
- Staff Training
- Professional Development
- Staff Planning

All of the above categories are inter-connected and have impact on the instructional program. Prior to the opening of the school there will be a minimum of 10 planned professional development days. In several cases there will be several different staff activities planned within a given day. The yearly calendar has built in days for staff planning and collaboration, multi-disciplinary meetings, data collection and analysis. There will be built in scheduled days for the following:

- Governing Board Meetings
- Faculty/Staff Meetings
- School Executive Meetings
- Professional Learning Community (PLC's) Meetings
- Built in Professional Development Times

There will be time for planning during PLC's and planning for each faculty member.

c. The professional development will be aligned with interim reports, classroom diagnostic assessments, and formative assessments. LTA will focus our professional development activities on teaching and learning using data. The professional development requires teachers to discuss what they teach, how they teach, student performance and implementing instructional strategies that lead to increased student achievement. In PLC's and other faculty meetings, LTA will be discussing what should students know and be able to do it in specific classroom situations. LTA will be using data from state assessment data, from MAP Measures or Achievement Project. Data will be used in discussing special education and ELL support. This data will be used in some cases to find out why specific populations are not experiencing success as expected. LTA will examine the following data:

- Results on interim test
- Results on teacher made test
- Results on Language Arts and Math tests

- To determine strengths, weaknesses of students and their understanding of subject matter.
- To identify students not meeting proficiency on standards and plan to remediate these students

d. The Professional Development Program will be assessed by how well the instructional program is delivering quality instruction to students. Effective professional development requires discussion, collaboration and measuring of results. In LTA's professional development there will be five levels of professional development evaluation. Effective professional development evaluation requires the collection and analysis of the five criteria levels. One of the key evaluation instruments LTA will use for Professional Development was designed by Thomas K. Guskey, *Evaluating Profession Development* (2002). As LTA evaluates, they will be sure to start with the desired results -- improved student achievement and outcomes. LTA's believes that a good evaluation system requires planning, asking the right essential questions and how to assess to find valid answers, that will lead to meaningful information that LTA will use to make critical thoughtful and responsible decisions concerning the quality of LTA'S Professional Development Program. LTA will use many event driven professional development activities such as major workshops and seminars. LTA will also pay close attention to the many less formal, ongoing embedded professional learning activities such as study groups, collaborative planning peer coaching and mentoring.

The BRIDGE Consultancy Group will bring in experienced educational and business professionals to look closely at Level 4 of the Guskey's model, participants use of new knowledge and skills.

The following will be the ways it is assessed:

Is the LTA staff using what they have learned and using it well?

This type of assessment will require indicators that reveal both degree and quality of use.

LTA will use questionnaires or structured interviews, oral/or written personal reflections, examinations of journals and portfolios..... BUT

The best way that LTA will use direct observations or observations via video or audio. These will be ongoing at critical intervals throughout the year.

FIVE LEVELS OF PROFESSIONAL DEVELOPMENT EVALUATION

Level 1: Participants Reactions

Level 2: Participants Learning

Level 3: Organization Support and Change

Level 4: Participants use of New Knowledge and Skills

Level 5: Student Learning Outcomes

Five Levels of Professional Development Evaluation. (Guskey, 2002. pp. 48-49) – *See Appendix 4 Section 1.5 Item (d) Professional Development*

- e. LTA believes that Educational Leadership Matters. All the evidence makes it clear that the School Leader’s role is a key factor in a school’s effectiveness. In fact research has shown that considering all school related factors, leadership is second only to teaching in affecting student learning (Leithwood, Louis , Anderson, Wahlstrom 2004). In this day and time, it is imperative that high-quality school leadership is needed, made available, and supported.

As part of LTA’s professional development strategy, the School Leader will take part in some aspects of the Founding and Governing Board training. BRIDGE to Achievement Consultancy Group {BRIDGE to achievement.biz} will provide Training and be enhanced by additional training by E. Wayne Harris LLC. {Former Assistant Superintendent Fairfax, Virginia Schools and Superintendent Roanoke, Virginia City Schools}. BRIDGE will provide administrative staff to LTA to be active “Thought Partners” and provide support. Administrators from Baltimore City Schools and Delaware will be involved in this cooperative effort.

The BRIDGE Program of support for the school leader has three primary goals: (1) Strengthen the leadership of the School Principal/Leader, (2) Help in understanding the conditions for improved student achievement, (3) How to develop practices that institutionalize high expectations, (every member of the school community become LEANerized – how things are done the LEAN Way).

LTA and BRIDGE will work together to develop leadership strategies and a leadership framework assessment designed to improve capacity. The underlying expected outcome of this strategy is that by strengthening leadership, LTA and BRIDGE ultimately will improve student achievement outcomes.

Recognizing the importance of ensuring that talented and committed individuals are serving all of our students, LTA and BRIDGE will work together to develop leadership strategies and a leadership framework; which will be designed to assess the School Leader and learn of his needs to improve capacity. The underlying expected outcome of this strategy is that by strengthening leadership, LTA and BRIDGE ultimately will improve student achievement outcomes.