

Professional Staff Development

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Staying on Top of Professional Growth

With the change of the new salary structure came the heightened awareness of the difference between professional development and professional growth. In the most simple terms, when you receive professional growth, it has either been approved through the Professional Growth Committee or has been advertised as a "growth" opportunity through the ProDev Department. It is then officially documented in the employee files. Course Wizard transcripts will only reflect those professional growth classes that have been advertised through Course Wizard. Classes offered outside of the ProDev offerings, even though they may be held at a school site, must request growth through the Professional Growth Committee and they will not appear in Course Wizard. To avoid discrepancies related to professional growth please:

- 1) Make sure to sign in if the class is offered through the ProDev Department.
- 2) Request growth credit through the Professional Growth Committee prior to any class or workshop *not* advertised through ProDev as a "growth" opportunity.

Professional Growth forms are available through the Human Resources Conference, located in the PVUSD Employees Conference.



May this Autumn be a harvest of good growth opportunities for you!

Julie Salley ❖

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INSTRUCTIONAL LEADERSHIP: Defining Actions

By Dr. John Kriekard, Superintendent

Last year I wrote in several different places that administrators were developing a working definition of Instructional Leadership. The belief is that principals and other administrators need to be leaders in the academic arena in order to provide the climate of high expectations and support that is necessary for optimal student achievement. Through a series of exercises, we constructed a definition that consists of six major administrative responsibilities, which are: Vision, Instructional Monitoring/Assessment, Situational Awareness, Leadership Development, Interpersonal Competence, and Professional Development. In this article I will elaborate on the role of **Vision** in Instructional Leadership.

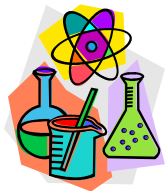
I believe there are three major components of administrators' actions that define Vision. The first is the act of creating a vision. The administrator reads current literature and research, attends seminars and conferences, and evaluates the current state of the organization. Then he/she reflects on the future of the school or district. This act of spending time thinking about what he/she has learned and knows is crucial. I once saw a poster that said, "We don't learn everything from just experience; we learn from reflecting upon our experiences." The next step is to develop a view of the future that is far-reaching, but doable. The leader should then either put the vision into a written form or develop the written statement collaboratively with a team, depending on the situation. When I developed the Vision Statement for the

Long Range Plan for PVUSD, I wrote a draft and shared it with the Design Team who helped me mold it into a significant statement of where we wanted PV to go.

The next act is to communicate the Vision Statement with all stakeholders. I am a believer in the use of the Vision Statement to guide specific actions and all must understand it. Therefore, stakeholders need to be aware of the Vision Statement and all of its significant parts. District administrators know that I read our Vision Statement every year to them to remind them of our direction and focus. The act of persistent reading of the Vision Statement is important because too many organizations never pay attention to the Vision after it is written. An instructional leader uses the Vision Statement to set the direction of the organization and periodically adjust the heading when it veers off course.

The third component of Vision is most important and that is acting in a consistent manner with the Vision. The old saying, "People judge you by your actions, not your words", is apropos. For the Vision to be a driving force, it must be the foundation for decision-making and the leader's actions must be consistent.

Once a leader has reflected on best practices and developed a future orientation for the school or district, it must be publicized and the subsequent actions must reinforce the Vision Statement. The stage is then set for the remaining five responsibilities of Instructional Leadership. ❖



What's Working... The Science Center Concept

By Robert Gibson, Ed.D., Principal, Boulder Creek Elementary School

In the 2006-2007 school year the district made the decision to adopt inquiry science with the use of science kits. This created a situation where each school had an abundance of science materials per grade level. Each grade level was assigned two science kits encompassing two different topics. All the science kits came nicely packaged and ready to use for one time. However, after their initial use, many of the parts of the kits needed to be restocked and replenished because materials had been consumed. The initial plan was to have a teacher at the grade level reorder and restock the kits. In essence, there would be seven different teachers at the school taking care of the kits. Although this is workable, there often is duplication of effort in restocking kits. At Boulder Creek, our staff looked at this scenario and decided that operating a science center would be more conducive to supporting the inquiry based science program as well as making it more cost effective.

Our concept was to house all kits in one area and have one person be in charge of checking them in and out. This person would also be in charge of restocking and readying the kits for the next

teacher to check out. By utilizing one person to track and order materials, the process is more efficient and effective. Using this system, when a teacher checks in a science kit, it will be readied for the next teacher to use within 1-2 days. Materials are ordered in bulk so we can benefit from economies of scale. This also helps create a system of accountability both in the use of the kits as well as the cycle time for restocking.

The science center simplifies restocking, allowing teachers to focus on teaching inquiry science.

Some of the challenges of a science center include: finding a room to use, hiring a person and funding the position, and putting in place a stocking system. The room we are utilizing is a former storeroom, 6'x10', and we utilize some of our K-weight money to

hire a 3 hour/day Facilities Assistant to be the kit-keeper.

By utilizing the science center concept, we felt we could support the inquiry science curriculum more effectively. In addition, it allows us to incorporate materials from other previously purchased programs. The science center simplifies restocking, allowing teachers to focus on teaching inquiry science.

This system has proven to be a win-win for science inquiry, teachers and kids. ❖

Most people in the world thrive on certainty and an absence of puzzlement, which brings to them mental comfort and security. Scientists, on the other hand, thrive on doubt and the existence of natural puzzles, which brings to them energy and an urge to find answers. Doubt and a joy in solving puzzles are the main engines in the practice of science.

--Julian Tobias, Biologist, Neurophysiologist, (1911-1964)

Defining Actions: Vision



- Consider future possibilities.
- Engage in unlimited thinking.
- Research best practices.
- Define and develop mission, vision and school action plans aligned with district goals.
- Communicate and share with stakeholders.
- Monitor and evaluate progress for school improvement.
- Foster innovation.
- Establish a foundation for decision making.
- Reference frequently. ❖

Instructional Monitoring/Assessment

- Confront the brutal facts in all aspects of instructional monitoring and assessment.
- Provide or lead training in instruction and assessment.
- Encourage peer observation.
- Analyze data.
- Employ research-based methods.
- Inspect what we provide for professional development (monitor current instructional expectations).
- Communicate consistently high expectations.
- Follow the TES consistently.
- Possess knowledge of best teacher practices, and coach teachers. ❖

Create a Professional Development Plan



Staff development seminars have value, but consider going further. Together with your team members, take what you've learned and tailor it to fit your team and your students.

This may sound obvious, but it's not. Coming up with and implementing your own criteria for professional development takes initiative and time. It also requires cooperation, a willingness to try new ideas, a positive attitude and plenty of faith in your colleagues—and yourself.

Here's how some teachers do this:

1. **Question.** What, if anything is keeping you from meeting your goals for students? What do you need to improve?
2. **List.** Using your answers, come up with a list of topics that will promote improvements.
3. **Research.** How have the other teachers tackled similar goals? What are best practices?
4. **Plan.** Now that you have a list of goals and have done some research, how will you apply it?
5. **Pilot.** Try out your new plan in your classrooms. Choose a length of time for your pilot — a week or two, depending on what is going on in school and in your classroom.
6. **Share.** How did things go? What were the highlights? What clearly did not work?
7. **Revise.** What changes do you need to make?
8. **Adopt.** How do you fit your new plan to other colleagues, emphasizing that they can take the outline and make it their own? Consider writing up your experience for in-house publication or in a periodical. ❖

Source: Corrina Knight, "Extra Credit—Best Practices," *Teacher Magazine*, January/February 2007, (Editorial Projects in Education, 1-800-728-2753, www.teachermagazine.org)

Dimensions of the Professional Community

Characteristics

Reflective dialogue
Collective focus on student learning
De-privatization of practice
Collaboration
Shared values and norms
Common assessment

Structural Conditions

Time to meet and discuss
Physical proximity
Interdependent teaching roles
Teacher empowerment
Communication structures

Human/Social Resources

Openness to improvement
Trust and respect
Supportive leadership
Socialization
Cognitive/skill base ❖

Source: "An Emerging Framework for Analyzing School-Based Professional Community," Kruse, Louis, & Bryk.

Guidelines for Participants in a Socratic Seminar

1. Refer to the text when needed during a discussion. A seminar is not a test of memory. You are not 'learning a subject'; your goal is to understand the ideas, issues, and values reflected in the text.
2. It's okay to 'pass' when asked to contribute.
3. Come prepared with questions, insights, reflections, and supporting evidence.
4. If confused, ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Don't raise hands; take turns speaking.
7. Listen carefully.
8. Speak up so that all can hear you.
9. Talk to each other, not just the leader or teacher.
10. Discuss ideas rather than each other's opinions.
11. You are responsible for the seminar's success. ❖

Source: From *Guidelines for participants in a Socratic Seminar*, by C. Adams, 2004, Vestavia Hills High School, Birmingham, Alabama

Professional Training Opportunities & Events



Date	Workshop	Location	Time
November 3, 2007	Passport Reading K-6	CRC Blue	8:15-12:30
November 3, 2007	Journeys	CRC Ivory	8:15-3:30
November 5, 2007	CPI Training Part 2—November 6, 2007 Part 3—November 7, 2007 Follow-up—January 17, 2008	Foothills ES	3:30-7:30
November 5, 2007	Grade Level Gifted Cluster Teacher	Copper Canyon ES	3:30-5:30
November 5, 2007	Elementary Technology Curriculum Website	Sandpiper ES	3:30-5:30
November 6, 2007	MAC OSX Training	PDCTR	3:45-5:45
November 7, 2007	MultiSensory Grammar and Written Composition	Cholla Complex 19	8:00-3:30
November 7, 2007	Responding to Schools Crisis	PVHS Auditorium	8:00-4:00
November 15, 2007	Written Composition and Reading Fluency	Cholla Complex 19	8:00-3:00
November 19, 2007	Grade Level Gifted Cluster Teacher Workshop	Copper Canyon ES	3:30-5:30
November 26, 2007	Grade Level Gifted Cluster Teacher Workshop	CRC Burgundy	3:30-5:30
November 28, 2007	Developing Meta-Cognition for Struggling Readers	Cholla Complex 19	8:00-3:00
December 4, 2007	Para Educator First Aid Training	PDCTR	1:00-3:30
December 5, 2007	Supervisory Staff Training	Explorer MS	1:30-3:30
December 6, 2007	MAC OSX Training	PDCTR	3:45-5:45
December 18, 2007	MAX OSX Training	PDCTR	3:45-5:45
January 8, 2008	The Structured English Immersion Classroom Part 2—January 14, 2008 Part 3—January 15, 2008 Part 4—January 22, 2008 Part 5—January 28, 2008 Part 6—January 31, 2008	Part 7—February 11, 2008 Part 8—February 19, 2008 Part 9—February 25, 2008 Part 10—March 3, 2008 Part 11—March 4, 2008	DCES 3:20-7:05
January 12, 2008	The Structured English Immersion Classroom Part 2—January 26, 2008 Part 3—February 2, 2008 Part 4—February 9, 2008	Part 5—February 12, 2008 Part 6—February 23, 2008	PVHS Room 206 8:00-4:30
January 15, 2008	Para Educator CPR Class	PDCTR	1:00-3:30
January 15, 2008	Supervisory Staff Training	Greenway MS	1:00-3:00
January 15, 2008	Spotlighting 6 + 1 Traits Part 2—January 22, 2008 Part 3—January 29, 2008 Part 4—February 12, 2008	Part 5—February 19, 2008 Part 6—February 23, 2008	CRC Burgundy 3:45-6:15
January 24, 2008	Differentiating Your High Ability Students in Reading, Science, and Social Studies Part 2—January 31, 2008 Part 3—February 14, 2008 Part 4—February 21, 2008	Part 5—February 28, 2008 Part 6—March 6, 2008	DACW 3:30-6:00
January 28, 2008	Elementary Technology Curriculum Website	Indian Bend ES	3:30-5:30 ❖

Performance Based Pay Winter Break Opportunity

Rested, relaxed, the holidays will be over ... What a perfect time to take an Individual Performance Based Pay Class. Start the New Year with a class that will help you help "at-risk" students. This intensive three-day training workshop for K-12 educators and support staff will help you identify, intervene, and create appropriate referrals for students that may be at risk for substance abuse, depression, or violence. Training is conducted through Newman/Stecher International. Over 60 PV teachers, psychologists, and social worker attended this training this past summer and the feedback for the class was excellent. Attend with a team and learn how to intervene early and effectively with students that display patterns of behaviors that threaten their success at school.

At-Risk Students Assistance Workshop
January 2nd 3rd and 4th. Wednesday, Thursday, Friday
8 a.m. to 4 p.m.

Paradise Valley Community College
18401 North 32nd Street
Kranitz Student Center: Upper Level
Lunch and Snacks Provided

Register through CourseWizard ❖