

# **Professional Development of Faculty and Administration at The Paideia School**

## **INTRODUCTION**

We encourage all teachers and administrators to participate regularly in their own professional development. Areas included in professional growth include knowledge of subject, knowledge of teaching methods and best practices, and knowledge of the psycho-educational development and variations of learners. We feel strongly that the best teachers are ones who are actively invested in their own learning. Our commitment to provide support for professional growth includes financial assistance for teachers pursuing outside coursework, attending workshops and conferences, visiting other schools, and doing research or activities related to their teaching lives. We also provide in-house classes, lectures, issues groups, and workshops to further professional growth.

All teachers are required to complete at least 120 Staff Development Credit Hours (SCRs) over each five-year period of employment. These hours can be earned through attendance at either external professional development events or activities provided in-house at Paideia. Records are kept for each teacher in a FileMaker database and yearly updates are sent to apprise teachers of their current standing.

Teachers employed by Paideia at the time of our first accreditation in May, 2000, completed their first cycle of 120 SCRs in May, 2005. They are now in our second cycle which will end in May, 2010. Teachers who joined the faculty after 2000 began their 5-year cycle with the year of their employment. Lists of teachers in each cycle are available in a separate document.

This information is designed to help you in attending to your professional development requirements.

## **GOALS OF STAFF DEVELOPMENT**

We want teachers to participate in activities that will enhance their ability to teach all learners and renew their enthusiasm for teaching.

## **GOAL OF THIS PACKET**

The intent of this packet is to clearly communicate answers to the following:

- I. What are Paideia's requirements for professional development and how may they be fulfilled? What are the Paideia guidelines for Staff Development Credit Hours (SCRs)?
- II. How can SCRs be earned?
- III. What are the procedures for obtaining hours?
- IV. What kind of support does Paideia offer?
- V. Where can I find information, guidelines, and forms related to staff development?

## I. WHAT ARE PAIDEIA'S REQUIREMENTS FOR STAFF DEVELOPMENT?

Paideia requires that every teacher and administrator earn:

- 120 SCRs
- during each 5 years of employment

SCRs may be earned through

- 6 semester hours or 10 quarter hours of regularly established college or university courses OR
- 120 hours of equivalent activities such as workshops, seminars, conferences, serving on peer review teams, or other training activities

### DEFINITIONS OF CREDIT HOURS

- SCRs are the staff development credit units that Paideia awards
- SDUs or PLUs are required by the State of Georgia for teacher certification renewal. They can be earned (1) by taking a course at an accredited college or university; (2) by taking a course that has been approved by the Georgia State Department of Education.
- CEUs (Continuing Education Units) are the credits given at some workshops and professional meetings. They count for Paideia credit but not for SDUs.

### DEFINITIONS OF CERTIFICATION

- **PAIDEIA REQUIREMENTS**  
Paideia requires all teachers and administrators complete 120 hours of staff development activities every 5 years of employment at Paideia
- **GEORGIA STATE TEACHER CERTIFICATION: NOT REQUIRED**  
To be certified in the state of Georgia, you must meet the requirements set forth by the state of Georgia: 10 SDUs over a 5 year period. If you want to renew your certificate, you must meet the state guidelines in terms of SDUs. You must keep track of this yourself, but I will sign any paperwork required. Requirements for obtaining or renewing your state certification and the appropriate forms are available from the GA Dept. of Ed.: (404) 657-7649 or at the following web site: [www.gapsc.com](http://www.gapsc.com).

### EQUIVALENCIES OF CREDITS:

- SDUs always count as equivalent SCRs
- SCRs **DO NOT** always count as SDUs
- CEUs count as equivalent SCRs but not as SDUs
- **1 SDU = 12 SCRs.**

## Guidelines for Earning Staff Development Credits (SCRs)

<b>Activity</b>	<b>Description</b>	<b>SCRs</b>
In-Service	Workshops, seminars, retreats, trainings, and meetings sponsored by Paideia.	Full day: 6 SCRs Half day: 3 SCRs or 1 SCR/ event hr.
Paideia Issues Group	Ongoing groups that meet regularly at Paideia led by a Paideia facilitator to collaborate on teaching and curricular issues.	Participants: 5-20 SCRs Facilitators: 20-30 SCRs
Meetings or Conferences	Professional meetings or conferences that are sponsored by a collegiate institution or professional association that are related to responsibilities.	4+ days: 30 SCRs 3 days: 20 SCRs 2 days: 10 SCRs 1 day: 6 SCRs
Presentations/Professional Publications	Presentation at a conference, workshop, or seminar, or writing for a publication.	15 SCRs
Self Study or Peer Review	Participation in a self study or serving on a peer review team for the purpose of accreditation.	20 SCRs
Blumenthal Grant	Completing proposed project for which summer grant funds were accorded by Paideia.	6 – 30 SCRs
Course Work	College or university classes for which credit is given.	20 SCRS/sem. hr. 1.67 SCRs/qtr. hr.
AP Course Work	Participation in a training course in preparation for teaching an AP course.	30 SCRs
CFTL Cohort Group	Participation in a CFTL cohort doing specific educational research/design	20 SCRs

## II. HOW CAN SCRs BE EARNED?

There are a variety of ways to earn the 120 SCRs you will need to complete every five years of employment. On campus throughout the year, there are frequent opportunities for you to participate in events for which you receive SCRs. The schedule for in-house offerings is emailed to you every year and posted in the Staff Development folder on the FirstClass desktop and on the webpage. Emails about external activities are sent to the faculty and particularly relevant events may be suggested to you individually. You are strongly encouraged to look for activities that you feel would benefit you professionally and request the opportunity to attend by contacting Dorothy.

### **SCRs Accorded by Paideia per Event**

#### INTERNAL EVENTS

- Issues Groups
  - CFG
    - Facilitators: 30 hours; Participants: 20 hours; Presenters: add'l. 5 hours
  - Leadership Forum
    - Facilitators: 20 hours; Participants: 10 hours for all 4 sessions
  - Mindfulness in Education Group
    - Facilitator: 20 hours; Participants: 10 hours
  - Math Mentee Group
    - Facilitators: 20 hours; Participants: 10 hours
  - Assistants' Group
    - Facilitators: 20 hours; Participants: 1 hour per session
  - Teacher Group
    - Facilitator: 20 hours; Participants: 1 hour per session up to 20 hours
  - Courage to Teach Book Group
    - Facilitators: 30 hours; Participants: 20 hours
- Schools Attuned Lunches
  - Participants: 1 hour per session; Presenters: additional 5 hours
- Technology Workshops: 1 hour per hour of workshop
- Faculty Meeting All Levels/Speakers/Workshops: hours commensurate with time
- Professional Development Day: 6 hours
- Workshop = hours per hours in workshop
- Retreat = 10 hours for two-day; 6 hours for one-day

#### EXTERNAL EVENTS

- Conferences or Professional Meetings:
  - 4+ days = 30 hours
  - 3 days = 20 hours
  - 2 days = 10 hours
  - 1 day = 6 hours
  - Less than whole day: 1 hour for every hour in session
- AP Course = 30 SCRs hours
- Graduate Course Work: one 3 hour or 5 hour course equals 60 SCRs
- Presentation at a Conference: 15 SCRs; Publication: 2000+ words 15 SCRs
- Observations at other Schools: up to 6 SCRs per day of observation

### III. WHAT ARE THE PROCEDURES FOR OBTAINING CREDIT?

- Internal Events
  - Document your attendance at Paideia activities:
    - sign in or otherwise be sure you are accounted for at any event
- External Events
  - Get **approval** well in advance from:
    - Dorothy: If you learn of a staff development opportunity you would like to attend, send an e-mail request including relevant information and trip costs to Dorothy Craft Evans (at least 5 weeks prior to event if possible)
    - Level Coordinator: If you will be missing school the day(s) of the event, be sure to get permission from the coordinator at your level and make provisions for a substitute well in advance.
  - Turn in necessary **documentation** to Dorothy
    - Staff Development Report Forms should be completed after the event and submitted to Wendy Gill, who keeps the SCR records. These include:
      - the Staff Development Report Form available from Dorothy or Wendy, or in the FirstClass mailbox marked Staff Development
      - a copy of any form or certificate given out at the workshop/conference on its completion
      - a copy of the conference schedule or agenda
    - Federal Funds forms for reimbursement from APS are available from Dorothy, in the FirstClass mailbox marked Staff Development, or through the link on the website page, Staff Development
- Record of your SCRs kept by Wendy Gill: Check the summaries of SCRs given out at the beginning of each year and let Wendy know of any needed amendments

### A LITTLE MORE ON RECORD KEEPING

When you return from any conference, workshop, or seminar not paid for by Federal Funds, you will need to fill out a **Staff Development Report Form**. The purpose of the form is both to give you an opportunity to reflect on what you have learned and to provide us with the documentation necessary to record the SCRs you have earned. You are also expected to give a presentation to the faculty or otherwise share what you have learned with colleagues.

Some sort of verification of attendance is necessary for Federal Funds documentation. Many conferences and workshops provide credit certificates. If so, please obtain copies of these forms and return them to the Dorothy or Wendy (especially if the SDU credit is important to you for certification.) If not, please request some type of verification that you were present – your original conference badge will do, but many conference providers will supply a document if asked. You are also required to submit a copy of the conference schedule or agenda.

Dorothy will submit the records with hours to Wendy for the Federally Funded events and Blumenthals. Attendance sheets will be turned in for in-house events. Please be sure to submit the Staff Development Report Form for all other activities to ensure you receive credit.

#### IV. WHAT KIND OF SUPPORT DOES PAIDEIA OFFER AND WHAT ARE MY RESPONSIBILITIES?

The coordinators of staff development (Dorothy and Laura) and the various levels of the school will help teachers to reach their professional development goals. This help includes:

- Communication of professional growth opportunities and SCR status
- Support in registering, reimbursement, and record keeping by
  - assisting people who wish to register for conferences or begin graduate work
  - facilitating reimbursement for expenses
  - providing Staff Development Report Forms upon request
  - keeping SCR info on file for each faculty member and administrator
- Program Development
  - developing and coordinating Paideia in-house opportunities
- PAIDEIA SUPPORT FOR STAFF DEVELOPMENT ACTIVITIES includes
  - participation in workshops, conferences, lectures
  - help with course work or advanced degrees
  - Blumenthal grants for summer work
  - Paideia developed groups, programs, and workshops
- INDIVIDUAL TEACHER RESPONSIBILITIES
  - be aware of and participate in professional development activities
  - keep track of SCR status
  - request opportunities to attend events
  - obtain permission to miss school days from Level Coordinator
  - arrange for a substitute through Mary Lynn or Tiffany
  - read instructions for forms and other guidelines provided by Dorothy
  - fill out all relevant registration materials and reimbursement forms
  - report to faculty or department about activities
  - turn in all travel receipts and documentation to Dorothy within 7 days of travel
  - turn in staff development reports to Wendy

#### V. WHERE CAN I FIND INFORMATION, GUIDELINES, AND FORMS RELATED TO STAFF DEVELOPMENT?

- Staff Development page on the Paideia School website
- Staff Development folder on the FirstClass desk top
- Teacher Handbook
- From Dorothy directly

## STAFF DEVELOPMENT REPORT FORM

Please fill out form and return to Wendy upon completion of the event.

Name of faculty member: \_\_\_\_\_

Name of conference, seminar, or event: \_\_\_\_\_

Theme of conference: \_\_\_\_\_

Date(s) of attendance: \_\_\_\_\_ year \_\_\_\_\_

Conference length: \_\_\_\_\_ day/s \_\_\_\_\_

1. What major points were covered?

2. What new things did you learn?

3. As a result of what you have learned, in what ways do you feel you would like to modify the content you cover and/or your teaching/administrating style?

4. What things you would like to share with colleagues? How is the information you learned helpful to you in your teaching and to the faculty as a whole?

**The Paideia School**  
**Assessment of Title II-A Needs: FY 2010**

During the course of the school year and more formally in the spring of 2009, Paideia School conducted its annual needs assessment for the purpose of determining the needs of the school in relation to the qualifications of the teaching staff in providing students with a challenging curriculum that follows state and national guidelines. In creating the plan for staff development, the school has used the information gathered to assure all students are provided the same high level of content and academic achievement standards and the school will maintain an up-to-date action plan for improving and maintaining teacher quality and academic achievement.

The needs assessment conducted by Paideia School has identified the following target areas for improving and maintaining teacher quality and academic achievement. The efficacy of FY 09 staff development activities was evaluated and progress towards our needs as determined in 2008 assessed. Past staff development activities were found to have had a substantial, positive impact on student achievement and program development. Teachers, administrators, members of the learning support staff, and parents determined through informal surveys, department, committee, administrative, and community meetings that ongoing staff development was needed to continue to improve in the target areas. In accordance with our school improvement goal set at our 2005 SACS/SAIS accreditation, we have continued a focus on science teaching and curriculum design. We have also increased the already substantial number of staff development opportunities and trainings in the area of technology and the 21<sup>st</sup> century classroom. And we have supported training in mindfulness practice of both teachers and students that increases focus and reflection.

We propose to provide staff development opportunities designed to provide:

- activities that improve the knowledge of teachers, administrators, and other educational personnel in core academic subjects based on national standards and in effective instructional teaching strategies, methods, and skills;
- training in effectively integrating technology into curricula and instruction to facilitate teaching, learning and technology literacy;
- training in methods of improving student behavior, identifying, early and appropriate interventions, and involving parents more effectively in their children's education;
- training to improve and support the ability of administrators and teachers to address the needs of students with different learning styles and special needs, appreciate and celebrate the diversity within our community, and ensure student behavior in the classroom that facilitates learning;
- leadership development and management training;
- strategies and activities to recruit, hire, and retain highly qualified teachers and specialists.
- training and activities to improve the science curriculum and science learning outcomes at all levels of the school through visits to other schools, trainings, national conferences, and collaborative curriculum design.

## **The Paideia School Title II-A Plan, FY 2010**

Paideia is a SACS/SAIS accredited K-12 college preparatory school in the Emory University area of Atlanta. The school enrolls approximately 941 students. Twenty-eight per cent of our students are students of color. We employ 102 full-time and 23 part-time faculty members, 74% of whom have advanced degrees. Eighteen per cent of the faculty are persons of color.

Paideia conducted a needs assessment in the spring of 2009, which identified the following needs of students, teachers, administrators, and the learning support staff. Six target areas were determined. For each area, samples of activities that will be carried out with program funds are identified. These activities have been selected because they will have a substantial, positive impact on student achievement and will help address the special needs of certain students. The administrative committee that oversees staff development at Paideia School will meet on a regular basis to review teacher progress, plan events and activities, and to make midcourse corrections as new opportunities present themselves. The school will ensure the staff development needs of teachers, the learning support staff, and administrators are met through a variety of formats including but not limited to demonstrations of competency, collaborative projects, peer-to-peer training, teacher mentors and classroom observations. Technology will be used to improve the skills of teachers, the learning support staff, and administrators through the use of workshops, faculty demonstrations, peer sharing, and e-conferences and forums.

### **Identified Needs:**

#### **I. Provide training to improve the understanding of content knowledge in core areas based on national standards and an understanding of pedagogical disciplines with a particular focus on teaching writing in the elementary school.**

A variety of activities will be conducted using Title II-A funds to take advantage of means by which all students will receive the opportunity to meet challenging academic standards. Teachers will attend national, state and regional conferences in target areas including writing, reading, language arts, science, mathematics, the arts, and for different learning styles and special needs.

Sample activities include: annual conferences including NAIS, GISA, GA Mathematics, NABT, NSTA, NCTM, SAMLA, ACTFL, IDA, CSEE, AP Summer Institutes, Making Art Safely Workshops, GMEA Clinic, art workshops, and the Columbia Teachers College Writing Institute.

#### **II. Provide training to improve teaching practices and student academic achievement through the use of effective instructional strategies, methods, and skills, and collaboration.**

Collaborative groups that include teachers, members of the learning support staff, and administrators will meet on a regular basis to share ideas, explore innovations in teaching practices, and to offer support for effective instructional strategies and classroom management. Teacher mentors and visits to other schools will also be incorporated into the

school's professional development program. Mentors will receive regular training throughout the year. To meet one of our goals of more cross level collaboration, we will be running three CFG groups again this year where teachers work with each other on issues of practice, student work, and management.

Sample activities include: Mentoring groups in a variety of formats, forums on educational leadership, CFG groups, conferences and visits to other schools to observe best practices and to expand teachers' and administrators' frame of reference. Facilitators of CFG groups will receive regular training provided by the National School Reform Faculty Coaches Trainings, Summer and Winter Meetings. Many of the annual conferences listed above have sessions devoted to best practice as well. We also plan to send 2-3 teachers to the Mallery Experienced Pro Seminar on Teaching. Two high school faculty members will be a part of a co-hort organized by the Center for Teaching and Learning to look at the teaching of writing. One junior high faculty member will be part of the Faculty Co-hort on Inquiry Based Teaching.

### **III. Develop and implement strategies and activities to recruit, hire, and retain highly qualified teachers and learning support staff.**

The following activities will provide members of the administrative staff, teacher mentors, and forum leaders with opportunities to further develop leadership skills to assist in the school's efforts to improve students' academic performance and to assist in the recruitment, hiring, and retaining highly qualified teachers and learning support staff.

Sample activities include: The First Five Years of Teaching Seminar, The Leadership Challenge, Nemnet, and Carney, Sandoe Hiring Forums.

### **IV. Provide professional development activities that improve and support the ability of administrators and teachers to address the needs of students with different learning styles and special needs, appreciate and celebrate the diversity within our community, and ensure student behavior in the classroom that facilitates learning through the encouragement of mindfulness practices.**

We will continue to offer opportunities for teachers and learning specialists to develop their skills and knowledge about students who have alternative learning profiles and other special needs. Issues related to learning will be discussed in committees, faculty meetings, and in the school community and workshops organized by participants in the trainings. These and other teachers will continue to investigate opportunities to improve their knowledge of best practices related to all students especially those with specific profiles. Specific attention will be paid to the area of mindfulness education and the use of practices that enhance focus and concentration.

Sample activities include: the NAIS People of Color Conference, the Harvard Learning and the Brain Conferences, Mindful Coaching Retreats, Cultivating Awareness & Resiliency in Education training, All Kinds of Minds trainings, discussion groups, e-forums, and collaborative projects.

**V. Provide professional development activities that improve the knowledge of administrators and teachers working in the area of community service learning and civic involvement to develop classroom curriculum and increase student participation in school wide service projects.**

Sample activities include: the National Service Learning Conference, NAIS People of Color Conference, and the Amnesty International Conference.

**VI. Develop and implement strategies for enhancing education through technology as specified in the Title II mandate that includes training teachers to integrate technology into curricula and instruction for improving teaching, learning and technology literacy.**

A LAN with instructional software, Internet access, and a robust e-mail system offers opportunities for collaboration, curriculum support and special projects. Members of the technology staff and other knowledgeable persons will conduct workshops, hold training classes for teachers and administrators, and participate in collaborative projects in a numbers of curriculum areas. To enhance and expand their technical skills and content knowledge, teachers and members of the learning support staff will attend conferences, user group meetings, workshops, and visits to other schools. The Innovative Teachers Group has formed on campus to provide continued training and discussion of the use of technology to enhance classroom learning.

Sample activities include: the National Educational Computer Conference, the Florida Educational Technology Conference, Web 2.0 class, Building Learning Communities Summer Seminar, on site workshops and staff development courses. We also have a teacher in the 21<sup>st</sup> Century Classroom Co-hort organized by the Center for Teaching and Learning.

**VII. Provide staff development opportunities to improve the science curriculum and science learning outcomes at all levels of the school. This may include visits to other schools, trainings, national conferences, and collaborative curriculum design.**

Teachers at all levels of the school have been conducting an assessment of current curriculum in science and have developed an overall sequence and plan for the science curriculum. A committee has been formed of key teachers and administrators to oversee this work and to oversee the implementation of the plan. Groups of teachers will be visiting schools designated to have excellent science programs, compiling information on best practices in the science area, attending workshops and conferences, and participating in collaborative curriculum design. A Science Olympiad team will be formed in the high school and possibly, the junior high.

Sample activities include: NABT, NSTA, Science in the Rockies, GEM Science Curriculum Sequence, Science Olympiad National Coaches Conference, and training to support the development of a HS forensic science course.