

Reflecting on the Current Teacher Learning Structures at My School

1. What teacher learning structures are currently in place at your school? Check all that apply.

- ☐ One time on-site workshops through a contracted 3rd party
- ☐ Multiple on-site workshops through a contracted 3rd party
- ☐ Teacher mentoring/ coaching through a contracted 3rd party
- ☐ Teacher mentoring/ coaching provided by staff at my school
- ☐ Offsite workshops and conferences that some teachers attend
- ☐ Faculty PLC meetings (grade band, grade level, whole staff, etc.)
- ☐ Other: _____

2. Choose ONE of the structures you identified above, and complete this table to think more deeply about that particular structure.

Teacher learning structure	What are teachers learning?	What are the outcomes of that learning?	Are the outcomes related to student learning?

Identifying Effective PD Structures to Implement

Professional Development Structure	Which teachers will benefit? Which teachers will not benefit?	Which PD criteria does this meet? Circle all that apply.	How does this support us in accomplishing our PLC goals?	What administrative steps do I need to take to be able to use Title IIA funds to facilitate this learning for my teachers?
<p>One time on-site workshop through contracted 3rd party</p> <p>Ex: August in-service provided by Catapult Learning on strategies for increasing Math fluency.</p>		<ul style="list-style-type: none"> • Personal benefit • Teachers contribute • Control/ ownership • Immediate implications for teachers' classrooms and practice • Collaborative • On-going • Connected to system goals 		<ol style="list-style-type: none"> 1. Identify a vendor that provides workshops that align with your school goals. 2. Contact the vendor and obtain a quote. If the quote is > \$3,000, you will need to obtain 2 other quotes from 2 other vendors. 3. Contact your district and complete a PD request form or contracted services request form through your school district. If the service is > \$3,000 they may ask you for additional documentation. 4. Your district will contract with the vendor to provide the on-site workshop and notify you when the contract has been finalized.
<p>Multiple on-site workshops through contracted 3rd party</p> <p>Ex: Several staff meetings with Catapult learning focusing on increasing Math fluency.</p>		<ul style="list-style-type: none"> • Personal benefit • Teachers contribute • Control/ ownership • Immediate implications for teachers' classrooms and practice • Collaborative • On-going • Connected to system goals 		

Professional Development Structure	Which teachers will benefit? Which teachers will not benefit?	Which PD criteria does this meet? Circle all that apply.	How does this support us in accomplishing our PLC goals?	What administrative steps do I need to take to be able to use Title IIA funds to facilitate this learning for my teachers?
<p>Teacher mentoring/ coaching through contracted 3rd party</p> <p>Ex: One-on-one coaching on Math fluency strategies with select teachers, or Catapult coaches meet with grade level Math teams semi-regularly.</p>		<ul style="list-style-type: none"> • Personal benefit • Teachers contribute • Control/ ownership • Immediate implications for teachers' classrooms and practice • Collaborative • On-going • Connected to system goals 		<ol style="list-style-type: none"> 1. Identify a vendor that provides teacher mentoring/ coaching that aligns with your school goals. In some cases, your district might already have coaches that can provide this service. 2. Contact the vendor and obtain a quote. If the quote is > \$3,000, you will need to obtain 2 other quotes from 2 other vendors. 3. Contact your district and complete a PD request form or contracted services request form through your school district. If the service is > \$3,000 they may ask you for additional documentation. 4. Your district will contract with the vendor to provide the coaching services and notify you when the coaching can begin.
<p>Offsite workshops & conferences</p> <p>Ex: One or two teachers from the school attend the National Council of Teachers of Math Conference and bring knowledge back to staff.</p>		<ul style="list-style-type: none"> • Personal benefit • Teachers contribute • Control/ ownership • Immediate implications for teachers' classrooms and practice • Collaborative • On-going • Connected to system goals 		<ol style="list-style-type: none"> 1. Identify an offsite workshop that aligns with your school goals. 2. Identify the best teachers to attend this conference. Consider how these teachers will share their learning with the rest of the staff. 3. Complete a PD request from through your district. Your district may also ask you to complete the workshop registration form and send them an agenda of the training. 4. Your district will register the teachers to attend the conference. <p><i>*Please note that your school CANNOT pay the registration fee for teachers to attend a conference. If you do so, your district will NOT be able to reimburse you. However, in some cases an individual teacher can pay for a workshop and later be reimbursed by the district. If you would like to arrange for reimbursement, you should discuss it with your district in advance of registration.</i></p>

Professional Development Structure	Which teachers will benefit? Which teachers will not benefit?	Which PD criteria does this meet? Circle all that apply.	How does this support us in accomplishing our PLC goals?	What administrative steps do I need to take to be able to use Title IIA funds to facilitate this learning for my teachers?
<p>Faculty PLC meetings</p> <p>Ex: Staff works together during faculty meetings to identify math fluency students should possess in each grade level, define common fluency assessments, and plan interventions when students fall below or exceed fluency standards.</p>		<ul style="list-style-type: none"> • Personal benefit • Teachers contribute • Control/ ownership • Immediate implications for teachers' classrooms and practice • Collaborative • On-going • Connected to system goals 		<ol style="list-style-type: none"> 1. Complete the Title IIA PLC Funding Request form and submit it to your district. 2. Negotiate an hourly rate of pay for the teachers facilitating the PLC. 3. Submit the evidence of PLC work requested by your district at the end of the school year. 4. Teachers will be stipended for their work leading the PLC using Title IIA funds. You should work with your district to identify the time(s) of year when teacher leaders will receive their stipends. <p><i>*Note that in some cases a district might request that your teachers receiving a stipend obtain a Washington state business license. If this is the case, please contact Kaitlyn O'Leary at kaitlyn.oleary@seattlearch.org.</i></p>