

APPENDIX IV – 81

Summary of PD Review

PD TOPICS/TRAININGS	MEASURES/TOOLS	REVIEW
(1) classroom and non-classroom expectations	Danielson Framework for Teaching Rubric	Include update of Modified Danielson Framework for Teaching to illustrate what to expect for culturally responsive teaching
(2) changes to professional evaluations	ILA Agendas	Identify modifications in the Danielson Framework for Teaching, address efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students ; articulate the impact of modifications on evaluation process; and review the distribution of components in teacher model, calculation and weighting of points in teacher evaluation instrument.
(3) engaging students utilizing culturally responsive pedagogy	Culturally Relevant Student Survey Assessment	Revise CR Observation Tool Draft according to specifics of Modified Danielson Framework for Teaching structure as tool for teachers in engaging students with cultural responsiveness. Develop sessions on Creating Supportive Inclusive Environments for administrators.
(4) student access to ALEs	ALE List of Proactive Activities	Continue to provide PD opportunities that cover topics of relevance to gifted education including <i>Multicultural Awareness</i> and <i>Cultural Proficiency</i> .
(5) behavioral and discipline systems, including Restorative	LSC Report	Clarify and ensure that correct steps and procedures are

Practices, Positive Behavior Interventions and Supports, and the Guidelines for Student Rights and Responsibilities		followed in the discipline process for students within the District.
(6) recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress	LSC Report	Continue training on effective use of data analysis in a school setting and on the MTSS process.
(7) working with students with diverse needs, including ELL students	Language Acquisition PD Plan	Continue to offer trainings that support students with diverse needs and that broaden teachers' understanding of ELD program models, curriculum, and assessments.
(8) providing strategies for applying tools gained in professional development to classroom and school management, including methods for reaching out to network(s) of identified colleagues, mentors, and professional supporters.	PLC continuum	Clarify purpose, structure, and protocols for collaborative teams that inquire into how their practices impact student learning.

Continue to do the following:

Use district staff, e.g., Professional Development Academic Trainers, Curriculum Service Providers, Culturally Relevant Pedagogy and Instruction staff, and others, to provide professional development through a trainer of trainer model.

Provide face-to-face and online instruction. Revise online modules with appropriate departments to update the training.