

Acton Agua Dulce Unified School District Theory of Action in Practice

ESSENTIAL: PROFESSIONAL DEVELOPMENT Invest in professional development to improve instruction

EXPECTATIONS FOR SCHOOLS

- The school's Academic Plan for Student Achievement is based on data and includes a professional development plan that:
 - Outlines the school's Structured Teacher Planning and Time (STPT)
 - Explains the school's use of Late Start
 - Addresses the school's content and pedagogical learning needs
 - Outlines the responsive instruction framework and strategies and defines the roles and responsibilities of the teaching staff and Student Success Team members
 - Reflects the language, cultural, economic, and family factors that affect student learning
 - Includes analysis of data and use of data tools
- As professional learning communities, teams engage in collaboration focused on analysis of teacher practice and student work, lesson study, content knowledge, and professional reading. By engaging in STPT, teachers continue to learn to teach more effectively and improve student results. Each STPT team outlines its course of study, reads professional literature, demonstrates, analyzes and reflects on their practices together in classrooms.
- Choices about other professional development in which teachers participate are based on the school's goals and teachers' and students' learning needs.
- The principal makes his/her professional development public and reviews each teacher's Process Objectives to ensure alignment with the school's goals

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Teachers adopt and refine instructional strategies they learn.
- Teachers make their practice public and visit each other's classrooms.
- Teachers know their content and their students well, and help each other improve their practice.
- Teachers know how to differentiate instruction.
- Teachers know how to monitor student progress, problem solve if students are not demonstrating mastery, and provide appropriate interventions to facilitate learning.

Around the School

- The principal and other administrators participate in STPT.
- The principal develops a schedule that allows all teachers to participate in STPT.
- The principal meets weekly with the school's academic coaches/teaching teacher specialists.
- The school's norm is one of continuous learning for everyone; staff discusses instructional problems and solutions in formal and informal settings.
- The school's professional development plan and schedule are shared with staff, families, school partners, and visitors.

EXPECTATIONS FOR CENTRAL OFFICE ADMINISTRATORS

- The Superintendent is responsible for ensuring that professional development in schools and the central office has coherence, is aligned with the Theory of Action Essentials, supports the improvement of practice, and enhances the sustainability of whole-school and whole-district improvement.
- The Superintendent and the administrative team organize professional development for central staff so they understand AADUSD framework and their role in it. Provided trainings include responsive instruction framework (roles, responsibilities, best practices) and data analysis.
- The Superintendent and key central office staff participate in STPT sessions when they visit schools.
- The Director of Ed / Student Services and central administrators regularly review schools' professional development plans and schedules and look for evidence of implementation.
- Central office staff understands responsive instruction framework, the levels of support that must be in place at each school to meet student needs, and they regularly monitor implementation.