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Safe and Supportive Schools Professional Development Options for 2012

Vision: The vision for Expected Behaviors in Safe and Supportive Schools is to provide an educational system that supports students in their efforts to become healthy, responsible and self-directed citizens with a goal for all students to develop the personal skills and dispositions of wellness, responsibility, self-direction, ethical character, cultural awareness and good citizenship in an environment that is caring and safe. Simply put – “**Good Kids** doing Great Work”.

Safe and Supportive Schools address all aspects of school climate/culture through preventive practices and through meaningful intervention practices. This is achieved through a continuous improvement process for all county school systems and schools. The professional development and technical assistance needs of all county school systems and schools, related to school climate/culture, fall on a continuum. For this reason, ***the professional development for this plan must be customizable at the county and school level.***

Partnerships: Achieving the Safe and Supportive Schools vision will not be done through one professional development approach or by one provider alone. The West Virginia Department of Education (WVDE) will partner with the Center for Professional Development (CPD), Regional Education Service Agencies (RESAs) and individual county school systems to develop and provide customizable professional development to support Safe and Supportive Schools. With the considerable capacity that has already been developed regarding school climate/ culture improvement, the collaborators acknowledge that the professional development related to Safe and Supportive Schools must provide opportunities for county school systems/schools to build on their current school climate knowledge and capacity by embedding the work into their school improvement processes. The opportunities must be customizable so that a school staff can access the resources, tools and support to nurture sustained professional growth in this area when, where and how they need them. The use of “options” also provides for more customization as capacity and availability of resources among all partners change. This work is on-going and additional partners are being solicited to contribute to the plan and resources.

Professional Development Design: The Safe and Supportive Schools professional development plan is based on the Implementation Process outlined in Chapter 3 (page 37) of the Expected Behaviors in Safe and Supportive Schools Policy (4373) (Table 1). The implementation process is rooted in basic school improvement principles that value shared leadership, collaborative planning and implementation, stakeholder involvement and adherence to the continuous improvement process. This design is intended to complement and align with existing school improvement and professional development efforts that are already occurring in schools across the state which also supports strong focus on customization.

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Table 1: Policy Excerpt

<p>Implementation Plan: Plans for the implementation of county policies for Expected Behaviors in Safe and Supportive Schools should be included within individual school strategic plans. The implementation plan shall reflect the particular needs of students and staff to study, learn and work in a positive school climate/culture. To the maximum extent possible, the plan should be developed collaboratively with input from all stakeholders including, but not limited to parents, business leaders, community organizations and state and local agencies. The plan should articulate and incorporate the partnership supports and resources that are available to the school through the county’s formal and informal partnership agreements as well as through additional school level partnerships.</p> <p>At a minimum, schools shall:</p> <ul style="list-style-type: none"> • establish a leadership team (may be an existing team) to manage the design, monitoring and improvement of school climate/culture; • establish a process to gain school-wide input and commitment to school climate/culture improvement from students, staff, parents and community; • develop school-wide priorities for Policy 4373; • analyze school climate/culture data annually; • make data driven improvement decisions based on analysis of consistently tracked student behaviors; • implement school-wide plans that provide appropriate interventions to support and reinforce expected behaviors; • implement programs/practices that promote youth asset development to support expected student behaviors, positive education and health outcomes; • implement comprehensive and effective intervention programs/practices that target identified behaviors that are disruptive to the educational process and that place students at higher risk of poor education and health outcomes; • develop appropriate and reliable referral procedures for intensive intervention that enlist school and community partnerships; and • evaluate school climate/culture improvement processes and revise as needed.

Customization Options: The customization aspect of the professional development plan is a key feature of the design and will require critical thought and decision making on the part of county school systems to determine their specific professional development needs and to select appropriately from the various options that are available. Options will include a continuum of professional development menu items that can be delivered as a comprehensive and sustain professional development package, in isolation or in combination based on the individual needs of each school. To describe this menu approach, it is essential to understand it first as a comprehensive package. The package contents include:

Indicate basis and sustained/intensive options

	PD Concept/Step	Description	Delivery Options
1	Basic Concepts of School Climate/Culture Improvement Process	A presentation (1-3 hours) outlining the comprehensive aspect of school climate/culture and their connection to school improvement.	<ul style="list-style-type: none"> • Part of Safe and Supportive Schools sustained PD • Part of other sustained PD opportunities (TLI, School Improvement, Collaborative

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	PD Concept/Step	Description	Delivery Options
		Audience: all school employees and stakeholder groups	<p>Teams, RESA projects)</p> <ul style="list-style-type: none"> Stand-alone county/school session delivered by county, state or others
2	<p>School Climate/Culture Data Collection</p> <p>Tools: WVDE School Climate Survey and WVEIS Discipline Module</p>	<p>A hands on training sessions (2 hours for School Climate Surveys and 2 hours for WVEIS Discipline System) that will enable the participant to utilize available school climate surveys (at no cost to the school/county) and the newly developed WVEIS Discipline System that will be fully in place for the 2012-13 school year.</p> <p>Audience: School administrators, WVEIS staff, leadership team members</p>	<ul style="list-style-type: none"> Part of a sustained PD initiative or as a stand-alone session Separate training components or combined into one session RESA based training sessions County/school based training sessions On-line training options will be developed after the pilot phase of each component
3	Leadership Team Capacity Building	<p>This PD concept is initiated through a face to face event (2 days) and then sustained over time (monthly school site TA visits) with school based PD that is facilitated by a School Climate Specialist or other resource persons. This process complements that school improvement leadership team process and can be embedded into that effort. This process also focuses on expanding the stakeholders (i.e. parents, community, business, law enforcement, etc.) that share the responsibility of developing Safe and Supportive Schools.</p> <p>Audience: leadership team members</p>	<ul style="list-style-type: none"> Part of a sustained PD initiative State/specialist*/RESA delivered County option to develop their own county specialists using state level program and materials
4	School-wide Professional Development to Gain Buy-in and Implementation Fidelity for School Climate/Culture Improvement	<p>This PD concept requires the commitment of one full day of school based PD for all staff (professional and service) to develop school-wide buy-in and development of a school specific implementation plan. This builds on existing school climate efforts and incorporates coordination of school-wide behavior standards.</p> <p>Audience: All school site staff members and school climate stakeholder representatives</p>	<ul style="list-style-type: none"> Part of a sustained PD initiative State/specialist/RESA delivered County option to develop their own county specialists using state level program and materials

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	PD Concept/Step	Description	Delivery Options
5	School Climate Data Analysis and Priority Setting	<p>This PD concept is a school based work session(s) to analyze school climate data (surveys, WVEIS and other school data sets) and determine school priorities for intervention.</p> <p>Audience: leadership team</p>	<ul style="list-style-type: none"> • Part of a sustained PD initiative • State/specialist/RESA facilitated • County option to develop their own county specialists using state level program and materials
6	Intervention Selection, Implementation and Continuous Improvement	<p>This PD concept is introduced and sustained through facilitated leadership team meetings that examine a variety of school selected intervention strategies to address identified priorities. The interaction will be a critique of each strategy designed to narrow the options to the strategy that is supported by evidence and promising results related to the identified priority need. The interaction also identifies progress indicators to be monitored throughout the implementation to assure quality improvement.</p> <p>Audience: leadership team</p>	<ul style="list-style-type: none"> • Part of a sustained PD initiative • State/specialist/RESA facilitated • County option to develop their own county specialists using state level program and materials
7	School Climate Community Partnership Development	<p>This PD concept is on-going throughout the process and is designed to increase the school/county partnership development capacity to increase knowledge and utilization of community service providers and partnership models that support the development of community full-service schools relationships.</p> <p>Audience: leadership team, county administrators, community service providers</p>	<ul style="list-style-type: none"> • Part of a sustained PD initiative • State/specialist facilitated • Statewide and regional school health related conferences (i.e. KidStrong) • RESA Wellness Specialists/Councils • Local Wellness Councils • Community partners (law enforcement, community health program organizations)

*Specialist refers primarily to School Climate Specialists who have received specific training through the WVDE and CPD to support this PD design. These individuals are retired school administrators working as consultants. However, other individuals with expertise may also fill this role (i.e. RESA specialists, School Improvement Specialists, other consultants).

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Customization Options: Because county school systems and schools have varying resources and capacity to provide and support professional development, this plan is designed to provide support on a full spectrum:



Mostly State Delivered Example

A school team will participate in a sustained professional development series provided collaboratively by the WVDE, CPD and RESAs. The series will include sessions for each of the PD Concepts/Steps described above. Current capacity of the WVDE and CPD will accommodate approximately 60 schools per year and the timeframe is based on cohort 1 beginning in the Spring of 2012:

PD Concept(s)	Audience	When/Duration	Location	Financial Support
1 & 2	Leadership team	Spring/1 day (5-6 hours)	Regionally located	WVDE: specialists, materials RESA: specialists, site Counties: mileage, staff
3	Leadership team	July-Aug/2 days	Morgantown Flatwoods Charleston	CPD: specialists, meals WVDE: lodging, materials Counties: mileage, staff
4	All school site staff and key stakeholders	Aug/1 day	School site	WVDE: materials Counties: specialists, staff
5 & 6	Leadership team and other key staff as needed	On-going throughout the year/approx. 5-10 days	School site	Counties: specialists, materials, staff
7	Leadership team and other key staff as needed	On-going throughout the year/varied	School site and school identified conferences	These opportunities may be planned and supported by the county or may be chosen from existing conference opportunities where costs are supported by other sources (i.e. WVDE or RESA conferences)

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Shared Delivery Example

The county/school will customize the offerings and coordinate them with existing county program initiatives. The county/school may avail themselves of various offerings from the WVDE, CPD and RESAs. More financial support is needed from the county but they have control over the progression of the series and choice of audience, duration and location.

PD Concept(s)	Audience	When/Duration	Location	Financial Support
1 & 2	County choice	Spring/1 day (5-6 hours)	Regionally located	WVDE/RESA: specialists, materials Counties: mileage, staff
3	Leadership team	July-Aug/County choice	County choice	WVDE: materials Counties: specialists, staff
4	All school site staff and key stakeholders	Aug/county choice	School site	WVDE: materials Counties: specialists, staff
5 & 6	Leadership team and other key staff as needed	On-going throughout the year/county choice	School site	Counties: specialists, materials, staff
7	Leadership team and other key staff as needed	On-going throughout the year/varied	School site and school identified conferences	These opportunities may be planned and supported by the county or may be chosen from existing conference opportunities where costs are supported by other sources (i.e. KidStrong is funded by WVDE)

Mostly County Delivered Example

The county/school will design and deliver their own professional development for Policy 4373 but will have access to all resources and tools developed by the state. Technical support will be available from the WVDE, RESAs and specialists to assist county staff with the utilization of state supplied resources.

PD Concept(s)	Audience	When/Duration	Location	Financial Support
1 & 2	County choice	County choice	County Choice	WVDE/RESA: specialists, materials Counties: mileage, staff
3-7	County choice	County choice	County choice	Counties - state developed materials will be provided to the counties free of charge

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Planning/Communications Timeline:

Task:	Timeline:	Status
Planning with partners	Immediately and on-going	<u>WVDE</u> ✓ Special Programs ✓ School Improvement Instruction Communications ✓ <u>CPD</u> <u>RESAs</u> Directors ✓ RSWS ✓ WVEIS Staff Development
Initial communication with counties	Jan (tentative)	Individualized/grouped phone conferences with county stakeholders to present the plan/design and customization options Invitees: superintendents/assistant superintendents, staff development, special education, safe schools, federal programs, RESA staff, others...
	On-going	Phone/e-mail support to answer questions about plan/design/options
	Feb/March (tentative)	TA meeting (noon – 3pm in Flatwoods or on a regional basis) to layout plan/design with sample materials and offer county level planning/negotiation sessions with WVDE/CPD/RESAs
Initiate Cohort 1 – (and beginning of on-going support to counties with customized plans)	Beginning in March (to participate in the Spring School Climate Survey window, the survey training must occur in March – this will be communicated in initial phone conferences)	Webinar or regionally based training <ul style="list-style-type: none"> • survey only training may occur via webinar • WVEIS pilot training to occur at the RESA/schools in March; after the pilot, these trainings will be on-going • Both can occur together if the schools selected match up
	July/Aug	Leadership Team training and school staff training
	2012-13 school year	Continuing PD support for Cohort 1 and other schools based on county customization