



## **Professional Pathways: Continuum of Learning and Leadership in CFSD**

The Catalina Foothills School District (CFSD) Professional Pathways program is designed to extend learning and leadership opportunities for educators in Years 4 and beyond, building on the support they received in the Great Beginnings: Systems for Success program in Years 1-3. High quality professional learning that spans the continuum of an educator’s career is the means by which we acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

The Professional Pathways program was created by and for our teachers. It was designed by CFSD teacher leaders to align with the national Learning Forward Professional Learning Standards. The program was developed using extensive input from a focus group of 19 teachers who represented a variety of content areas and grade levels from each site in the district, Pre-K to high school. The Professional Pathways program also incorporates the beliefs, values, and interests of many of our educators, 161 of whom communicated their priorities in a detailed, district-wide survey.

The district strives to increase the degree of teacher choice and voice in professional learning. The Professional Pathways program provides for a variety of ways for educators to develop their own learning and capacity for leadership, and allows all certified educators (teachers, administrators, counselors, specialists) to pursue topics that they are passionate about in collaboration with their peers. Throughout this document, we will use the words “teacher” and “educator” interchangeably, because all of our certified educators teach. We hope to cultivate networks of educators who will support each other and their students with the ultimate goal of increasing student achievement.

### **Professional Pathways Program Goals**

The following goals for the program were developed based on focus group sessions and survey results from 161 CFSD faculty members, as well as the Learning Forward Professional Learning Standards.

The CFSD Professional Pathways program will:

- increase learning results for all students.
- provide a clear path to leadership for teachers.
- build networks of teachers who support and improve each other’s practice.
- promote autonomy, collaboration, and mastery in teacher learning.
- provide consistent access to content-specific learning and expertise.
- provide a wide variety of learning structures and topics.

## Learning Forward Professional Learning Standards

The Professional Pathways program was designed to align with the Learning Forward Professional Learning Standards (Appendix A).

Learning Forward Professional Learning Standards	Alignment of Professional Learning Standards to The Professional Pathways Program
<b>Learning Communities</b>	<p>The program:</p> <ul style="list-style-type: none"> <li>• promotes the development of flexible learning communities based on teacher need, interest, expertise, and discipline.</li> </ul>
<b>Leadership</b>	<p>The program:</p> <ul style="list-style-type: none"> <li>• creates multiple paths to teacher leadership.</li> <li>• equitably distributes leadership responsibilities and opportunities across sites, content areas, and grade levels.</li> <li>• provides support and training for emergent and continuing Teacher Leaders.</li> <li>• extends the reach of current “informal” teacher leaders.</li> <li>• rewards initiative, enthusiasm, and commitment.</li> </ul>
<b>Resources</b>	<p>The program:</p> <ul style="list-style-type: none"> <li>• draws on and builds resources of teacher expertise, time, enthusiasm, and leadership.</li> <li>• makes teacher expertise visible and accessible within sites and across the district.</li> <li>• facilitates the ongoing development, distribution, and use of resources created by and for teachers.</li> <li>• provides for compensation for the creation of high-quality, CFSD-aligned curriculum and resources, and significant additions to the body of institutional knowledge.</li> <li>• provides for compensation for Teacher Leaders who lead their peers toward improved practice and student achievement.</li> </ul>
<b>Data</b>	<p>The program:</p> <ul style="list-style-type: none"> <li>• provides for a variety of methods to assess teacher learning and student achievement.</li> <li>• promotes collaborative, effective, and meaningful teacher examination of data about teaching and learning.</li> <li>• fosters continuous teacher self-reflection and self-regulation.</li> <li>• provides feedback for Teacher Leaders on the efficacy of their efforts.</li> </ul>
<b>Learning Designs</b>	<p>The program:</p> <ul style="list-style-type: none"> <li>• provides for a variety of learning structures to differentiate content, process, and product for different learners.</li> <li>• promotes teacher engagement by providing for autonomy, mastery, and connection (“voice and choice”).</li> <li>• makes educators “responsible for taking an active role in selecting and</li> </ul>

	<p>constructing learning designs that facilitate their own and others' learning" ("Learning Designs").</p> <ul style="list-style-type: none"> <li>• takes into account the dynamic nature of research in pedagogy, learning theories, and academic disciplines.</li> <li>• fosters best practice in professional learning: “discussion and dialogue, writing, demonstrations, inquiry, reflection, metacognition, co-construction of knowledge, practice with feedback, coaching, modeling, and problem solving” ("Learning Designs").</li> <li>• adapts to the changing needs of teachers and the students they serve.</li> </ul>
<p><b>Implementation</b></p>	<p>The program:</p> <ul style="list-style-type: none"> <li>• establishes clear goals and a path through which to achieve them.</li> <li>• promotes the development of teacher learning experiences that are longer term (over the course of a year or more), rather than “one-off” experiences.</li> <li>• provides ongoing support structures for individuals, teams, and sites to maintain and expand professional learning.</li> <li>• provides for feedback to continually adjust and improve learning experiences.</li> <li>• showcases and celebrates student achievement outcomes and teacher learning, and to provide encouragement for teachers to sustain their efforts over the long run.</li> </ul>
<p><b>Outcomes</b></p>	<p>The program:</p> <ul style="list-style-type: none"> <li>• employs a system of selection and feedback to ensure high-quality, CFSD-aligned professional learning.</li> <li>• allows for the proliferation of professional learning that is aligned with CFSD Standards and Benchmarks for students and faculty.</li> <li>• aligns professional learning outcomes with student achievement outcomes.</li> <li>• showcases and celebrates student achievement outcomes and teacher learning.</li> </ul>

## **The Professional Learning Cycle**

We know that people learn best when they are given a choice, are allowed to pursue topics that align with their interests, and are supported over the long term. Therefore, most of the learning opportunities within the program are embedded within a multi-year cycle of planning, implementation, evaluation, and refinement.

The concurrent cycles for summer and school-year learning and leadership follow the same series of stages, although they occur at different times in the year. Educators will propose learning opportunities and experiences, which will then be reviewed, selected, and offered site- and/or district-wide to relevant groups of teachers. After teachers have chosen the learning opportunities they would like to participate in, a final list of offerings will be compiled, and facilitators will begin to design and schedule the sessions for the summer or school year.

New facilitators will engage in Teacher Leadership Training, a series of workshops designed to help them plan specifically to meet the needs of the professionals as learners. Then, beginning in the summer or fall, groups will convene, depending on the specific scope and goals of the opportunity.

At the end of each session, facilitators will gather feedback from participants and reflect on the process and product(s) of the group. In many cases, participants will prepare materials to share with other teachers throughout the district, to enable others to follow in their path.

For a detailed chart of the process, see Appendix B.

## **A Variety of Professional Learning Opportunities**

In order to support the needs and interests of diverse professionals, CFSD offers a variety of options for all educators to increase their professional knowledge and skills individually, or in groups of varying sizes.

Opportunities will focus on professional learning experiences that support our instructional model, district Strategic Plan, school improvement plans, and current developments in content-specific pedagogy. These offerings will be proposed by educators and teams; designed to meet teacher, student, and program needs; and chosen by the participants.

For an overview of the process, recertification hours, and potential compensation for these opportunities, see Appendix C.

### **Understanding by Design**

Teachers in Years 5-7 in CFSD and continuing teachers with more than 7 years of experience in CFSD will attend a three-day summer training and a one-day follow-up session during the next school year to revisit CFSD core instructional practices. This will ensure that teachers remain current in the foundational planning, assessment, and instructional practices of CFSD. Based on our survey findings, teachers in years 5-7 expressed a renewed interest in learning more about the elements of our instructional model.

Understanding by Design® (UbD™) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Its two key ideas are

contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends.

### **Annual Plan Design**

Teachers choose to participate in a design workshop to create a comprehensive annual plan that promotes deep learning and disciplinary understanding. Designers will frame the year and individual units around big ideas, and they will analyze content knowledge and skills to strategically sequence units of study.

### **Rotation of Content-Specific Training**

Optional trainings (with in- or out-of-district presenters) will be available to all teachers (PreK-12) in one or more specific content areas every summer. Content areas will rotate to align with the curriculum revision process. Depending upon needs and interests, groups might be separated into Pre-K, primary, intermediate, and secondary.

### **Teacher Action Research Participant Training**

Teachers choose to participate in a summer training to learn about the process of action research and to establish a focus for their own classroom. Teachers then implement their plan, with the guidance of a facilitator and/or cohort of colleagues who will meet during the school year.

### **Independent Learning**

Teachers who wish to improve an aspect of their practice, pursue a topic based on their needs and interests. They identify resources (webinar, mentoring/coaching) and create a plan for implementation and evaluation.

### **Text Study**

In a small group, teachers select a text to read and analyze, in order to improve their practice. Over the course of the year, teachers will meet at least four times to discuss the text and the changes they have implemented / will implement in their practice as a result.

### **Lesson Study**

In a small group, teachers utilize video or classroom observations to analyze selected aspects of their own and their colleagues’ practice in order to improve instruction and increase student achievement. Over the course of the year, teachers will meet at least four times to view lessons and discuss their implementation of selected strategies.

### **Workshop or Seminar**

This is the most traditional form of professional learning: a presenter or team facilitates a session or series of sessions to a group of interested teachers.

### **Curriculum Research, Design, and Revision**

Teachers (individually or in teams) propose projects for the development of curriculum materials (assessments, performance tasks, unit Programs, annual Programs, etc.) to be shared district-wide in response to an established curricular need. Alternately, these projects might be initiated at the district or site level.

### **Critical Friendship Learning Community**

Critical Friendship Learning Communities consist of 5-12 members who commit to improving their practice through collaborative learning and structured interactions (protocols), and meet at least once a month for about two hours. Critical Friendship Learning Communities must be

facilitated by a teacher leader who has attended the PLC Summer Institute training with CITY Center for Collaborative Learning.

### **Data Team Participation**

Teachers who wish to work with colleagues to assess student progress and analyze results in order to plan for instruction that maximizes student achievement may form a Data Team. The Data Team meets bi-weekly (16 meetings) and is led by a trained Data Team leader through specific protocols and discussions that focus on improving student achievement.

### **Path to Teacher Leadership**

Catalina Foothills School District is committed to building teacher leadership capacity. As part of an annual learning cycle / professional learning process, teachers propose worthy goals and conduct varied learning experiences to lead their colleagues toward their successful completion / implementation.

### **Multiple Ways to Build Leadership Experience**

The Professional Learning Program offers opportunities for teachers to develop leadership skills in a variety of formal and informal settings. (See proposed structures / settings in appendix: CFSD Professional Learning Matrix.)

### **Facilitated Development of Leadership Skills**

Prospective teacher leaders will be guided in planning for and implementing their proposals, working with other experienced and new teacher leaders to develop their facilitation skills and capacity to lead other professionals.

#### **Teacher Leadership Training**

Teacher Leaders whose plans for professional learning have been approved and who have not yet conducted professional development sessions will engage in targeted planning and training workshops to prepare them for the challenge of leading and teaching their peers.

#### **Critical Friendship Learning Community\* Facilitation Training**

Teachers who are interested in facilitating a Critical Friendship Learning Community will participate in a five-day training – the PLC Summer Institute – led by CITY Center for Collaborative Learning (Tucson’s SRI affiliate), to develop leadership skills necessary for Critical Friendship facilitation, such as engaging in active listening, establishing a safe environment, and using protocols to examine student and teacher work.

\* Previously titled Critical Friends Group - CFG® (National School Reform Faculty)

### **Roster of Leaders**

Teachers who have demonstrated expertise in a particular area will be included in a bank of CFSD experts who would be willing to open their classroom to colleagues, to facilitate workshops, to mentor / coach colleagues, etc.

## Appendix A

### Learning Forward Standards and Definitions

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

"Standards for Professional Development." *LearningForward: The Professional Learning Association*. Learning Forward, n.d. Web. 30 Aug. 2016.

Appendix B

# CFSD PROFESSIONAL PATHWAYS

## THE LEARNING CYCLE

**Where do I start?**

 For **summer** learning, follow the teal timeline.

 For **school-year** learning, follow the blue timeline.



Summer and School-year Professional Learning Cycles run concurrently, following the same process, but beginning at different times of the year.

©CFSD: 5/2018

## Appendix C

### CFSD Professional Learning Matrix

#### Professional Learning Opportunities

Structure	Process	Recertification Credit Hours	Potential Compensation <sup>1</sup>
Teacher Action Research Training	<ul style="list-style-type: none"> <li>• Submit topic for approval</li> <li>• Attend one full day summer training and two after-school follow-up sessions during school year</li> <li>• Complete cycle of action research: hypothesis, data collection, analysis, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for action research training (summer and follow-up sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for publication of results (article, website, showcase, handouts, video documentation, etc.) so that other professionals can apply the learning from the research in their own practice</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Pursue study (which may involve coaching by district learning specialists)</li> <li>• Attendance at one planning session and one reflection session</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for planning, coaching, and/or reflection sessions (per state law, no recertification hours may be provided for truly independent work)</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for creation of resource for other teachers (research summary, practice guidelines, video tutorial, etc.) or for publication of results (article, website, showcase, handouts, video documentation, etc.) so that other professionals can apply the learning from the research in their own practice</li> </ul>
Collegial Coaching	<ul style="list-style-type: none"> <li>• Attend training for collegial coaching (three 90-minute sessions)</li> <li>• Participate in coaching cycle as a coach, and as a coachee</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for collegial coaching training</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for creation of resource for other teachers (research summary, practice guidelines, video tutorial, etc.) or for publication of results (article, website, showcase, handouts, video documentation, etc.) so that other professionals can apply the learning from the research in their own practice</li> </ul>
Data Team	<ul style="list-style-type: none"> <li>• Participate in 16 one-hour data team meetings</li> <li>• Implement selected strategies</li> <li>• Collect and analyze data</li> </ul>	<ul style="list-style-type: none"> <li>• 16 hours for data team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• \$400 stipend for the completion of a data team cycle</li> </ul>
Lesson Study	<ul style="list-style-type: none"> <li>• View videos or observe colleagues' lessons</li> <li>• Implement selected strategies and analyze classroom outcomes</li> <li>• Meet with the group at least four times in the semester or year</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for group collaborative work times</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for creation of resource for other teachers (research summary, practice guidelines, video tutorial, etc.) or for publication of results (article, website, showcase, handouts, video documentation, etc.) so that other professionals can apply the learning from the research in their own practice</li> </ul>
Annual Plan Design	<ul style="list-style-type: none"> <li>• Participate in summer design Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for participation in Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• \$1500 stipend for publication of a completed annual plan following the Workshop</li> </ul>

<sup>1</sup> In selected learning opportunities, participants may choose to prepare materials for publication; to be eligible for compensation, the materials must meet specific professional criteria. Facilitators will work with participants so they understand and can successfully meet the criteria.

Text Study	<ul style="list-style-type: none"> <li>• Read / implement ideas from text</li> <li>• Meet with the group at least four times in the semester or year</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for collaborative work times</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for creation of resource for other teachers (research summary, practice guidelines, video tutorial, etc.) or for publication of results (article, website, showcase, handouts, video documentation, etc.) so that other professionals can apply the learning from the research in their own practice</li> </ul>
Curriculum Research, Design, and Revision	<ul style="list-style-type: none"> <li>• Complete work independently or in collaboration with peers and a facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for facilitated collaborative work times (per state law, no recertification hours may be provided for truly independent work)</li> </ul>	<ul style="list-style-type: none"> <li>• Stipend or hourly rate (\$20/hour) upon completion of the project, for example: <ul style="list-style-type: none"> <li>○ Unit Plans</li> <li>○ Performance Tasks with student samples</li> <li>○ Assessments with student samples</li> </ul> </li> </ul>
Workshop or Seminar	<ul style="list-style-type: none"> <li>• Attend designated Workshop or Seminars</li> <li>• Attend follow-up session or coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for participation in Workshop or Seminar and follow-up session</li> </ul>	<ul style="list-style-type: none"> <li>• \$150-\$250 for publication of a product as a result of the learning, for example: <ul style="list-style-type: none"> <li>○ Performance Tasks with student samples</li> <li>○ Assessments with student samples</li> <li>○ Lesson Plans with student samples</li> </ul> </li> </ul>
Critical Friendship Learning Community	<ul style="list-style-type: none"> <li>• Participate in Critical Friendship Learning Community meetings throughout school year</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for each facilitated meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
National Board Certification	<ul style="list-style-type: none"> <li>• Minimum of five Years of Teaching with one Year in CFSD</li> <li>• NBCT Candidates are required to participate in a Pre-Candidacy Class (either at CFSD or through the Arizona K-12 Center) in order to be eligible for reimbursement for NBC fees</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for coaching meetings and pre-candidacy classes attended</li> </ul>	<ul style="list-style-type: none"> <li>• Up to \$2275 reimbursement upon earning NB certification: (1) \$75 Application Fee, (2) Four one-time only Component Fees (\$475 each), and (3) Support Fees (as applicable): CFSD hosted Pre-Candidacy Class (no fee) or \$40 for Arizona K-12 Center Pre-Candidacy Class, 2-day National Board Institute (\$80), Four Coaching Saturdays (\$45 each, Arizona K-12 Center) or work with a CFSD trained NBCT coach (no fee). <i>[If a yearly offer of employment is made by the District to the employee, the employee shall accept any such offer for an additional full three (3) school years after obtaining National Board certificate. If less than 3 years, reimbursement to the district will be prorated.]</i></li> <li>• \$1,000 annual addendum - after acquisition of NBC (during certification period if match to primary assignment)</li> <li>• NBC Renewal Fee (one time only per renewal cycle): \$1,250</li> </ul>
Understanding by Design	<ul style="list-style-type: none"> <li>• Required for all CFSD teachers in Years 5-7 and for all continuing teachers in years 8+</li> <li>• Participate in three-day summer workshop and one-day school year follow-up session</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for summer workshop and school-year follow-up session</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/ hour of workshop participation (excluding lunch)</li> <li>• \$1000 stipend for the publication of a unit as a result of the training and follow-up session</li> </ul>

## Teacher Leader Training Opportunities

Structure	Process	Recertification Credit Hours	Potential Compensation
CFSD Teacher Leadership Training	<ul style="list-style-type: none"> <li>Attend three to five sessions focused on interacting with adult learners, assessment, and instructional planning</li> </ul>	<ul style="list-style-type: none"> <li>Hours for Teacher Leadership Training</li> </ul>	<ul style="list-style-type: none"> <li>No compensation for the training itself; compensation will be tied to completed planning and facilitation of a text study group; workshop; seminar; or Curriculum Research, Design, and Revision</li> </ul>
Critical Friendship Learning Group Facilitator Training	<ul style="list-style-type: none"> <li>Attend five-day training for Critical Friendship Learning Community Facilitators: The PLC Summer Institute, through CITY Center for Collaborative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Hours for PLC Summer Institute Training</li> </ul>	<ul style="list-style-type: none"> <li>No compensation for the training itself; compensation will be tied to completed planning and facilitation of a Critical Friendship Learning Community</li> </ul>
Data Team Leader Training	<ul style="list-style-type: none"> <li>Attend one-day summer training</li> </ul>	<ul style="list-style-type: none"> <li>Seven Hours for Data Team Leader Training</li> </ul>	<ul style="list-style-type: none"> <li>No compensation for the training itself; compensation will be tied to completed planning and facilitation of a Data Team (see below)</li> </ul>

## Teacher Leader Facilitation Opportunities

Structure	Process	Recertification Credit Hours <sup>2</sup>	Potential Compensation
Critical Friendship Learning Community Facilitation	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Attend the CITY Center for Collaborative Learning PLC Summer Institute for Critical Friendship facilitation training (if needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for facilitation and participation in leadership training; None for independent planning</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hour for facilitation of Critical Friendship Learning Community (meeting hours)</li> </ul>
Lesson Study Facilitation	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Attend Teacher Leadership Training*</li> <li>• Create and revise plan in response to feedback</li> <li>• Meet with the group at least four times in the semester or year</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for facilitation and participation in leadership training; None for independent planning</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hour for facilitation of a Lesson Study group (meeting hours)</li> </ul>
Text Study Facilitation	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Attend Teacher Leadership Training*</li> <li>• Create and revise plan in response to feedback</li> <li>• Meet with the group at least four times in the semester or year</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for first time facilitation and participation in leadership training; None for independent planning</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hour for facilitation of Collaborative Work (meeting hours)</li> </ul>
Workshop or Seminar Facilitation	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Attend Teacher Leadership Training*</li> <li>• Create and revise plan in response to feedback</li> <li>• Revise proposal in response to feedback</li> <li>• Evaluate work produced by participants (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for first time facilitation and participation in leadership training; None for independent planning or product evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hour for facilitation of Workshop or Seminar (meeting hours)</li> <li>• \$20/hour for planning, equivalent to the length of the Workshop or Seminar</li> <li>• \$20/hour for evaluation of resources produced by the group</li> </ul>
Curriculum Research, Design, and Revision	<ul style="list-style-type: none"> <li>• Submit proposal</li> <li>• Attend Teacher Leadership Training*</li> <li>• Revise proposal in response to feedback</li> <li>• Facilitate meetings</li> <li>• Evaluate work and meeting process</li> </ul>	<ul style="list-style-type: none"> <li>• Hours for facilitation and participation in leadership training; None for independent planning or product evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hour for facilitation of Collaborative Work (meeting hours)</li> <li>• \$20/hour for evaluation, compilation, and editing of materials produced by the group</li> </ul>
Data Team Facilitation	<ul style="list-style-type: none"> <li>• Attend Data Team Leader training*</li> <li>• Facilitate Data Team meetings during the school year</li> </ul>	<ul style="list-style-type: none"> <li>• 16 hours for Data Team Meetings; seven hours for Data Team Leader training</li> </ul>	<ul style="list-style-type: none"> <li>• \$650 for meeting leadership (\$250) and participation (\$400) requirements</li> </ul>

<sup>2</sup> Facilitators will receive recertification credits for their own training, but not for facilitation of their groups.

\* The Teacher Leadership / Data Team Leader Training is mandatory for teachers who have not yet attended, and as required.

<p>NBCT Candidate Support Provider/Mentor</p>	<ul style="list-style-type: none"> <li>• Mentor must have already been trained by Arizona K12 Center in NBCT Candidacy Support (not reimbursed by CFSD)</li> <li>• Mentor leads a group of three or more candidates.</li> <li>• Facilitates orientation and monthly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• None for planning or mentoring (Mentors will have received recertification hours from Arizona K12 Center for their training)</li> </ul>	<ul style="list-style-type: none"> <li>• \$3000 to support / mentor three or more CFSD teachers pursuing National Board certification. If fewer than three candidates, compensation will be adjusted to \$1000 per candidate supported</li> </ul>
<p>Certified Pre-candidacy Class Facilitator</p>	<ul style="list-style-type: none"> <li>• Mentor must have already been trained by Arizona K12 Center in NBC Pre-candidacy Support (not reimbursed by CFSD)</li> <li>• Facilitates 20 hours of Pre-candidacy support classes</li> </ul>	<ul style="list-style-type: none"> <li>• None for planning or facilitating (Mentors will have received recertification hours from Arizona K12 Center for their training)</li> </ul>	<ul style="list-style-type: none"> <li>• \$20/hours for facilitation of Pre-Candidacy classes</li> </ul>

## References

- "Learning Designs." *LearningForward: The Professional Learning Association*. Learning Forward, n.d. Web. 30 Aug. 2016.
- McTighe, Jay, and Grant Wiggins. "Introduction: What Is the UbD Framework?" *Understanding by Design® Framework* (2012): n. pag. ASCD. Association of Supervision and Curriculum Development, 2012. Web. 30 Aug. 2016.
- "PLC – Summer Institute, CITY Center for Collaborative Learning." *CITY Center for Collaborative Learning*. Web. 22 Sept. 2017.
- "Standards for Professional Development." *LearningForward: The Professional Learning Association*. Learning Forward, n.d. Web. 30 Aug. 2016.