



# Office of Learning and Instruction Professional Learning Plan



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# Professional Learning

Each year, the Office of Learning and Instruction offers a professional learning plan that is aligned with District goals for student success. Criteria for high quality professional learning should include the following:

- Equitable opportunities for all Amphitheater teachers and instructional support providers
- On-going, job embedded learning that is both effective and relevant to the needs of teachers and students
- Aligned with the Amphitheater College and Career Readiness Framework
- Demonstrates evidence-based planning using feedback from Amphitheater teachers





# Office of Learning and Instruction

- Coordinators provide school specific support to grade levels, departments, and Professional Learning Communities
- Curriculum, Instruction, Program Specialists provide ongoing, job-embedded support to District programs(Special Education, PreK, AVID/CTE)
- District committees collaborate and provide recommendations on curricular decisions through the Office of Learning and Instruction
- Professional learning or training sessions required by District or State expectations (intervention programs, assessment guidelines, teacher evaluation, etc.)





# Student-Centered Coaching Model

- Curriculum, Intervention, Instructional Support Specialist (CISS) at every school
- Provide on-site support to 1st, 2nd, 3rd year teachers
- Active member of the Instructional Leadership team at assigned school
- Coordinate and facilitate site-based professional learning
- Partner with teachers through the Student-Centered Coaching model
  - Mini coaching cycles
  - Full coaching cycles
  - Group coaching cycles



# Professional Learning on Early-Release Wednesdays

Early release Wednesday afternoons  
(approximately 3 hours for K-5th, 2.25 hours for 6th-12th grades)

- Site-based professional learning
- Professional Learning Communities
- Committee/Department Meetings
- Student Support Meetings (IEP, 504, SST, etc.)
- Planning and preparation
- Designated District-Professional Learning Days





# Professional Learning Pre/Post COVID

## District-led Professional Learning Days...

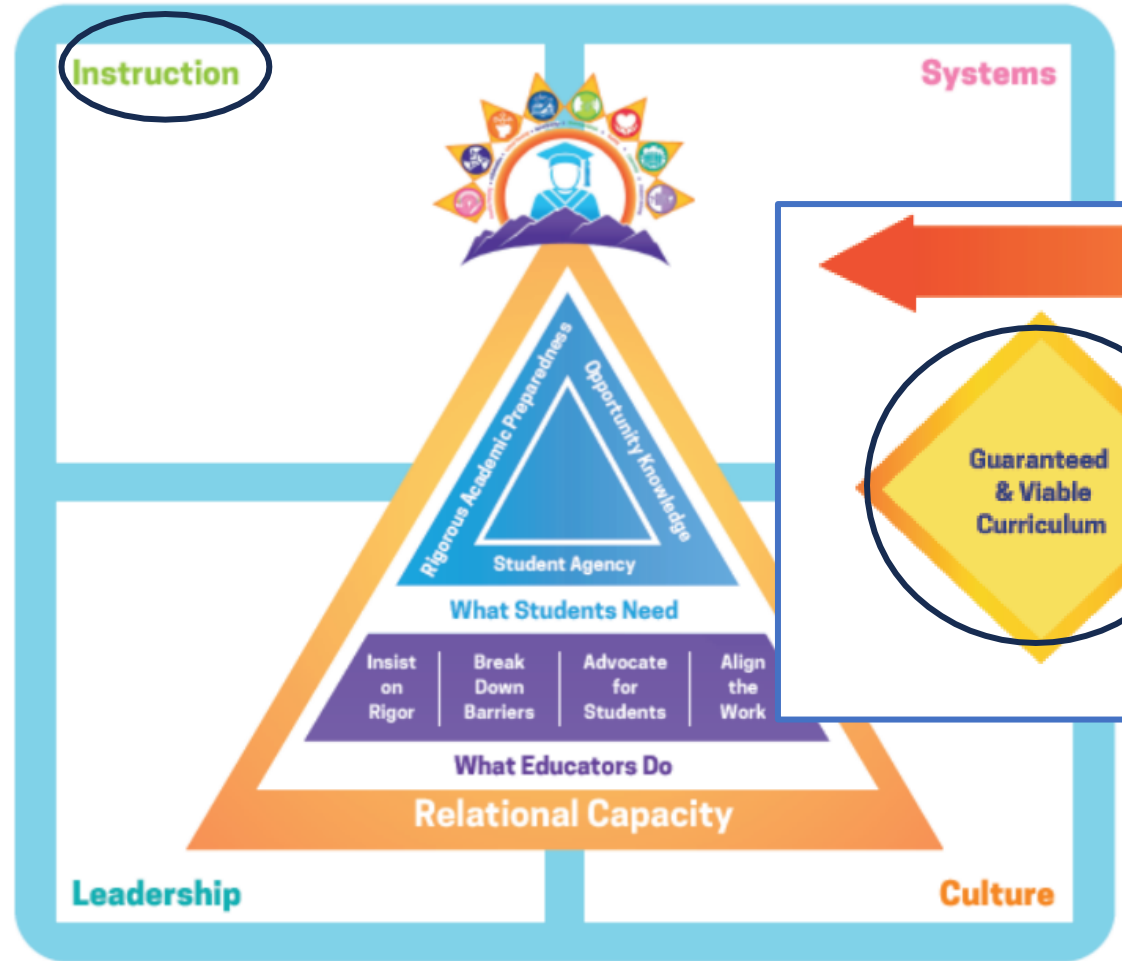
- Equitable opportunities were out of reach (1-4 days/month)
- Limited capacity to offer traditional professional learning sessions for all teachers on the same day
- Contracted professional development sessions by vendors
- Curriculum committee work (report cards, learning continuums, grading, etc.)
- Department meetings
- Large group professional development sessions/single events





# AMPHITHEATER

## COLLEGE & CAREER READINESS FRAMEWORK



Communities of Practice align with and support the Instruction quadrant of the Amphitheater College and Career Readiness Framework







# Communities of Practice (CoP)

The goal of our District CoPs is to provide teachers with opportunities for deepening their professional learning through collaboration with colleagues from across Amphitheater Public Schools. Communities of Practice are centered around the instructional priorities identified in our College and Career Readiness Framework. Those include implementation of adopted curricula, personalized learning, AVID strategies, and data driven instructional planning.

We are committed to providing several opportunities throughout the year to allow all educators in our district to become AVID Trained Educators through the completion of eight Communities of Practice.







# 2024-2025 Communities of Practice

- Elementary classroom teachers
- Secondary English, Math, Science and Social Studies teachers
- Facilitated by Coordinators, CISS, and teachers
- District CoPs organized by content, subject area
  - Differentiated by grade level
  - Choice of topics for small groups
  - Driven by teacher interest/request
- AVID District Communities of Practice (3 modules)



# Data Driven Planning



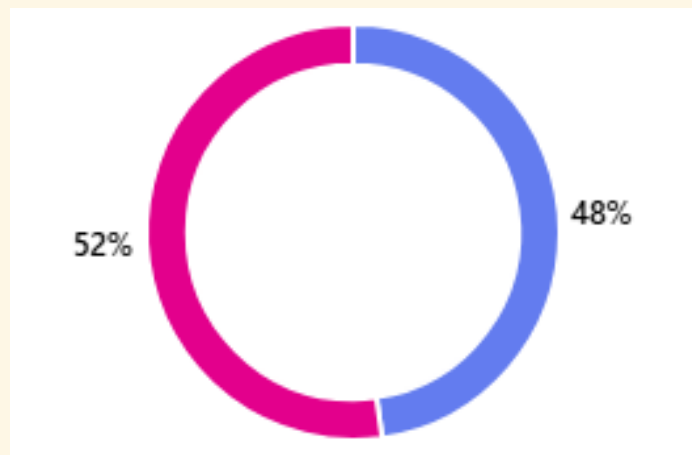
- Surveyed attendees in September 2024
- Added more choice in selected topics and focus, added small group work by teacher interest and request
- Invited teacher leaders to facilitate additional content-based sessions
- End of year survey for all attendees.
- 336 responses, 335 included positive feedback to be used inform professional learning plan 2025-2026.
- Survey addressed most helpful elements of CoP opportunities, suggested areas of focus, choice-based models for participation.



# Data Driven Planning

"Conversations with grade level colleagues outside of my own school - Different perspectives are helpful and valuable!"

"I enjoyed the much smaller grade level breakouts for ELA. We were able to dive into grading rubrics with writing and sharing examples of student writing and ideas for helping improve writing."



"I wish our district's efforts to personalize student learning could extend to our district's treatment of professional growth for teachers."

"Having a variety of choices for different sessions to attend at each CoP."

<div></div> Create and participate in a collaborative Personalized Professional Learning Plan	160
<div></div> Attend CoPs that are facilitated by a Coordinator, CISS, or teacher leader	175



# 2025-2026 Communities of Practice and Personalized Professional Learning Plans

- Opportunities exist for ***all*** Amphitheater Teachers
- Facilitated by Coordinators, CISS, and teachers
- Flexible, teacher driven learning plans
- Multiple choices for participation
- Provide agency over adult learning
- Models personalized learning strategies
- AVID District Communities of Practice (6 modules)





# Specialized CoP

Monthly professional learning and collaboration specialized to meet the needs of specific groups of educators:

- First Year Teachers
- First Year Grow Your Own Resource Teachers
- REACH Teachers
- ELD Teachers
- Cross Cat/G.R.O.W./ED/Transition Services Teachers
- CTE Teachers
- Middle School Science Teachers
- Secondary Biology, Chemistry, and Physics Teachers





# Guided CoP

Teachers select from a course catalog of professional learning sessions aligned with the CCR Framework.

Selections may be tailored to each teacher's identified areas of professional growth and may include any combination of courses.

Session topics include:



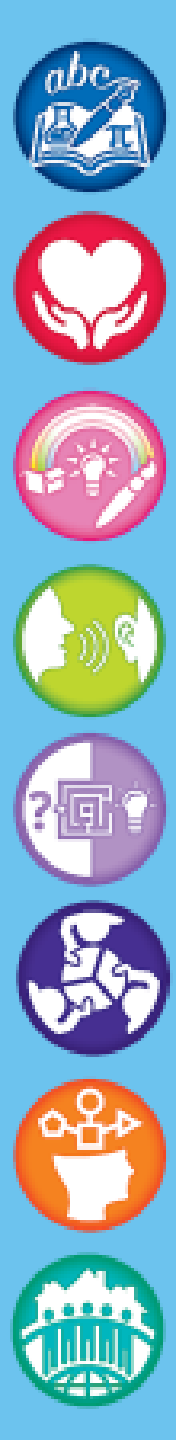
# Personalized Professional Learning Plan (PPLP)

Teachers may submit a Personalized Professional Learning Plan for approval by the school principal. A mid-year learning report and end-of-year learning summary are also required.

A PPLP must include the following components:

- Collaborative teams of teachers
- A defined focus for professional growth aligned with the Amphi College and Career Readiness Framework
- Student-centered goals that guide the work
- A structured learning plan with documentation of the collaborative process throughout the year





# Community of Practice Dates

## Elementary

September 17, 2025

October 29, 2025

January 28, 2026

April 29, 2026

Meeting Time 1:30-3:30

## Secondary

September 24, 2025

October 22, 2025

January 21, 2026

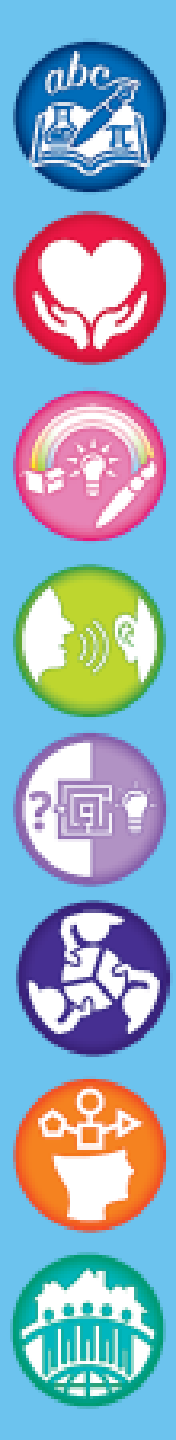
April 22, 2026

Meeting Time

Middle School 2:30-4:00

High School 3:00-4:30



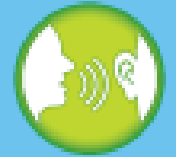


# AVID District Communities of Practice

## New Educators

- *AVID 101 - November 19, 2025*
- *WICOR Workshop - February 18, 2026*
- *Engagement and Rigor Through Reading and Collaboration - March 25, 2026*
- ❖ These learning sessions should be attended by all educators new to the District.
- ❖ Or, educators that were unable to attend these learning sessions last year.

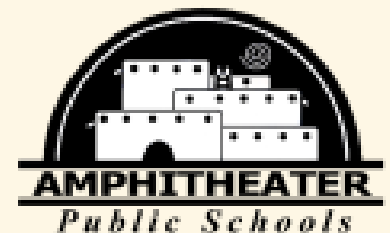




# AVID District Communities of Practice

## Continuing Educators

- *Focused Note Taking - November 19, 2025*
  - *Collaborative Study Groups - February 18, 2026*
  - *Inquiry: 3 Things You Can Do Right Now - March 25, 2026*
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- ❖ These learning sessions should be attended by educators who completed the first three sessions last year.
  - ❖ Once educators have completed eight sessions of AVID District CoP's they will notify their Principal who will then alert the Office of Learning and Instruction to issue AVID Trained Educator certificates.





## In Closing...

The Office of Learning and Instruction will monitor the professional learning sessions, seek feedback from participants, and remain responsive to the needs of teachers and students. Ongoing data collection will be used to inform adjustments made throughout the year.

# Office of Learning and Instruction

Professional Learning Plan 2025-2026

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Director of Curriculum and Assessment