



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: September 23, 2025

TITLE: Presentation on the Department of Learning and Instruction's Professional Learning Plan 2025-2026

The following narrative outlines the comprehensive **Professional Learning Plan** from the Office of Learning and Instruction, serving as an overview for our upcoming presentation. This plan is designed to foster continuous professional growth for all educators within the Amphitheater Public Schools District.

Foundational Professional Learning and Instructional Coaching Models

The Office of Learning and Instruction is structured to provide robust support to our educators. Coordinators offer school-specific support to grade levels, departments, and Professional Learning Communities. Additionally, Curriculum, Instruction, and Program Specialists (CIPS) deliver ongoing, job-embedded support for District programs such as Special Education, PreK, and AVID/CTE. District committees meet regularly, collaborating and providing recommendations on curricular decisions. A cornerstone of our support system is the Student-Centered Coaching Model, which deploys a Curriculum, Intervention, Instructional Support Specialist (CIISS) at every school. CIISS staff provide on-site support to first, second, and third-year teachers, are active members of their assigned school's Instructional Leadership team, coordinate and facilitate site-based professional learning, and partner with teachers through various coaching cycles, including mini, full, and group coaching. Professional learning opportunities also include sessions required by District or State expectations, covering areas like intervention programs, assessment guidelines, and teacher evaluation.

Early-Release Wednesdays are strategically utilized for site-based professional learning, Professional Learning Communities (PLCs), committee/department meetings, student support meetings (IEP, 504, SST), and dedicated planning and preparation time. One Wednesday per month is dedicated to providing district-wide professional learning opportunities.

Evolution to Communities of Practice (CoP)

Historically, professional learning models included challenges with equitable opportunities for teachers, often limited to 1-4 days total per month, and included contracted vendor sessions or large group events. In response, we have evolved our approach, emphasizing collaborative learning through Communities of Practice (CoP). These CoPs align with and support the Instruction quadrant of the Amphitheater College and Career Readiness Framework. The primary goal of our District CoPs is to deepen professional learning through collaboration with colleagues across the district. They are centered around instructional priorities identified in our College and Career Readiness Framework, focusing on curriculum implementation, personalized learning, AVID strategies, and data-driven instructional planning. We are committed to ensuring all educators have opportunities to become AVID Trained Educators through the completion of eight Communities of Practice.

For the 2024-2025 academic year, CoPs were structured for elementary classroom teachers and secondary English, Math, Science, and Social Studies teachers. They were facilitated by Coordinators, CIISS, and teacher leaders, organized by content and subject area, and were

differentiated by grade level, offering a choice of topics for small groups driven by teacher interest and request.

Data-Driven Planning and Personalized Learning

The Office of Learning and Instruction values teacher voice and choice; therefore, planning and design of professional learning is data-driven. Surveys conducted in September 2024 of attendees led to significant enhancements, including increased flexibility on topics and more small group work, and teacher leaders were invited to facilitate additional content-based sessions.

The end-of-year survey, administered in April of 2025 garnered 336 responses, providing positive feedback that was used to directly inform the 2025-2026 Professional Learning Plan. Teachers expressed a desire for our district's professional growth efforts to extend to personalized learning for teachers and valued conversations with colleagues from other schools, as well as a variety of choices for sessions.

2025-2026 Communities of Practice and Personalized Professional Learning Plans

Building on the feedback from teachers and principals across Amphitheater Public Schools, this year's professional learning plan offers equitable opportunities for *all* Amphitheater teachers to engage in collaborative learning for their professional growth. Through multiple professional learning models, opportunities are designed to be flexible and teacher-driven, providing multiple choices for participation and promoting agency over adult learning, thus modeling personalized learning strategies.

The upcoming year will feature three distinct models for professional learning:

1. **Specialized CoP:** Monthly professional learning and collaboration tailored to specific groups, including First Year Teachers, REACH Teachers, ELD Teachers, CTE Teachers, specific Special Education programs and secondary science teachers among others.
2. **Guided CoP:** Teachers can select from a course catalog of professional learning sessions aligned with the CCR Framework, allowing them to tailor selections to their identified areas of professional growth. These sessions include but are not limited to training in our adopted curricula, standards-based instructional planning, strategies for Universal Design for Learning, and behavioral support for students who are neuro-diverse.
3. **Personalized Professional Learning Plan (PPLP):** This innovative model allows teachers to submit a plan for principal approval, focusing on collaborative teams, a defined professional growth area aligned with the Amphi College and Career Readiness Framework, student-centered learning goals, and a structured learning plan with documented collaborative processes throughout the year.

Principals have approved these plans and with the support of the Office of Learning and Instruction, will monitor the work at their school sites. Teachers who select this option will provide a mid-year learning report as well as an end-of-year learning summary that reflects progress made toward their specific professional learning goals.

For 2025-2026, the AVID District Communities of Practice will expand from three to six modules.

Key dates for Communities of Practice in 2025-2026

District designated professional learning sessions are scheduled for one afternoon in September, October, January, and April, with specific meeting times for elementary, middle school, and high school staff of 1.5 to 2 hours. Specialized AVID District CoP sessions are scheduled for New Educators (AVID 101, WICOR Workshop, Engagement and Rigor) and Continuing Educators (Focused Note Taking, Collaborative Study Groups, Inquiry: 3 Things You Can Do Right Now) in

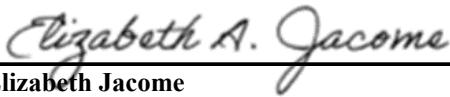
November, February, and March. Upon completing eight AVID District CoP sessions, educators will be issued AVID Trained Educator certificates.

This comprehensive plan reflects our dedication to empowering every educator with the tools and collaborative opportunities necessary for continuous growth and, ultimately, enhanced student success.

RECOMMENDATION:

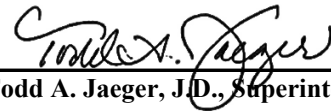
This is presented to the Governing Board as an informational item.

INITIATED BY:



Elizabeth Jacome
Director of Curriculum and Assessment

Date: September 16, 2025



Todd A. Jaeger, J.D., Superintendent