



CAPtivate to Cultivate:  
Include, Engage, Empower...  
the Duty is Ours!



**BROUGHTON HIGH SCHOOL  
FIVE YEAR PROFESSIONAL DEVELOPMENT PLAN  
2018-2019**

#CAPtivate2Cultivate



Over the next five years, our team will engage in a variety of professional development sessions based on our 2023 Broughton Strategic Plan.

Each year, we will have one overarching professional development focus. Additionally, each year there will be individual opportunities offered for staff. All professional development offerings were chosen based on staff feedback provided to the Staff Continuous Improvement Committee of the Leadership Team as we created the 2023 Broughton Strategic Plan, approved by the faculty in June, 2018. Each year, faculty Professional Development Plans (PDPs) in the evaluation system will include two goals reflecting the overall focus and self-selected individual opportunities. Below is an overview of our five year professional development plan.

## FIVE YEAR PROFESSIONAL DEVELOPMENT PLAN

YEAR	Overarching Professional Development Focus – <i>All Staff</i>	Individual Opportunities Rotating Over 5 Years
2018-2019	<b>Academic Excellence:</b> <i>Equity</i>	<ul style="list-style-type: none"> <li>• Bring Your Own Device (BYOD)</li> <li>• BST Support</li> <li>• Classroom Management</li> <li>• Content Training</li> <li>• Cultural Experiences</li> <li>• Digital Portfolios</li> </ul>
2019-2020	<b>Academic Excellence:</b> <i>Classroom Culture</i>	<ul style="list-style-type: none"> <li>• Equity</li> <li>• ESL/SIOP Training</li> <li>• Global Engagement</li> <li>• IEPs &amp; 504s</li> <li>• Leadership</li> <li>• Literacy</li> </ul>
2020-2021	<b>Academic Excellence:</b> <i>Instruction &amp; Assessment</i>	<ul style="list-style-type: none"> <li>• National Board Certification</li> <li>• Project Based Learning (PBL)</li> <li>• Restorative Justice</li> <li>• Service Learning</li> <li>• Self Care</li> <li>• STEM Education</li> </ul>
2021-2022	<b>Academic Excellence:</b> <i>Literacy</i>	<ul style="list-style-type: none"> <li>• Teaching AP Courses</li> <li>• Technology Tools</li> <li>• The Four Cs</li> <li>• Understanding By Design (UBD)</li> <li>• University Connections</li> </ul>
2022-2023	<b>Academic Excellence:</b> <i>Global Engagement</i>	<ul style="list-style-type: none"> <li>• Work &amp; Life Balance</li> <li>• Writing Instruction</li> <li>• Additional opportunities will be added based on feedback from staff</li> </ul>

## During the first year of our five year professional development plan, our team will engage in a variety of professional development sessions based on our Broughton Strategic Plan.

These sessions will take place on five different dates and will be offered in both whole group and individual opportunities. Below is a description of this year's professional development opportunities and the Continuing Education Units (CEU) that staff will earn per session.

### WEEK OF ALL STAFF KICK-OFF

#### Bus Tour - All Staff (0.1 CEU)

Led by *Mary Katheryn Bryant, Brenda Harrell, Michael Lentz, Hayat Shawwa*

Our Broughton Strategic Plan calls for ensuring inclusivity for all our students in the Broughton community. Accordingly, staff will engage in a bus tour of our local community to better understand where our students live. Bus tours will be led by a staff member who gives an overview of our base attendance area. All staff are required to choose one of the following bus tours:

1st Tour	August 20	11am
2nd Tour	August 21	8am
3rd Tour	August 21	10am
4th Tour	August 21	1pm
5th Tour	August 22	1pm

### SEPTEMBER 28, 2018

#### Understanding Racial Inequity: A Groundwater Approach - All Staff (0.3 CEU)

Led by *the Racial Equity Institute*

This training is an interactive presentation on the nature and impact of structural racism and what it looks like across institutions. We examine narratives around racial disproportionality and make use of compelling research data to illustrate the systemic nature of racism and the fallacy of typical explanations like poverty, education, social class, individual behavior, or cultural attributes that often get associated with particular racial groups. Before addressing racial inequity or perceived acts of discrimination or oppression it is critical to understand what institutional racism looks like and the devastating impact it wields on our nation's people, economy and social institutions. The Groundwater Approach teaches how to use data to measure the systemic impact of racism and to track institutional change.

### OCTOBER 19, 2018 & FEBRUARY 15, 2019

On each early release day on Friday, October 19th and Friday, February 15th, staff will engage in two professional development sessions of their choice, totaling four sessions. Some of the opportunities listed below will take up the entire early release afternoon, and this is indicated by the session description. Staff will be provided a sign up link in August where they will indicate their top preferences. (0.4 CEU)

#### Become Better!

Led by *Phil Echols, WCPSS Senior Administrator for Professional Learning*

This session is about inspiring you to become the best version of yourself. Participants will learn about relationship building, developing leadership capacity, and staff development. You will learn about the importance of nurturing positive relationships, improving communication, and the power of self-improvement in and out of the classroom.

#### Bring Your Own Device - Part 1

Led by *the BHS BYOD Team*

The BHS Bring Your Own Device Team will provide an overview of the BYOD program and provide resources for teachers to implement Bring Your Own Device strategies in their classroom.

#### Bring Your Own Device - Part 2

Led by *the BHS BYOD Team*

The Bring Your Own Device Team will delve deeper into BYOD best practices, including TPACK, SAMR, and DSAP integration frameworks and tools for implementation.

#### Circle Training\*

Led by *Campbell Law School*

\*This session will last for an entire early release afternoon, taking up two session slots.

This professional development focuses on the facilitation of restorative circles. Circles are an essential process for building social capital, resolving social problems and responding when harm occurs. Circles create a positive learning environment. You will learn by leading and participating in circles with other attendees.

## Classroom Management & Culture

*Led by Leah Greene, Humanities Department Chair*

Want a little help with making your classroom a collaborative, organized, and low-tension space? In these sessions, participants will develop strategies for effective student-driven, group-based learning. You will learn approaches to pull together a learning space that is orderly, anticipates student-learning, and promotes calmness. Also, walk away with a revised lesson of your choice now rooted in collaborative learning.

## A Cultural Plunge - Learning About Indian Heritage\*

*Led by Tara Sivamani, Science Teacher*

\*This session will last for an entire early release afternoon, taking up two session slots.

Are you interested in learning more about Indian heritage? In this session, each participating teacher will be paired with an Indian student from NC State and hear about their experiences living in the US. We will conclude with a panel discussion from others in the Indian community and a short question and answer session. This event will be located off campus, and participants will have the option to purchase a \$15 authentic Indian lunch provided by Vimala's Curryblossom Cafe.

## A Cultural Plunge - Visiting Local HBCUs\*

*Led by Ava Closs, English Teacher*

\*This session will last for an entire early release afternoon, taking up two session slots.

Do you know what an HBCU is and why HBCUs are important? In this session, teachers will have the opportunity to visit local HBCUs and learn more from local leaders about their history and importance.

## Digital Learning Portfolios

*Led by the BHS Digital Learning Portfolio Team*

What is a digital portfolio? This session will discuss what digital portfolios might look like in your classroom and what they are beginning to look like for our students in accordance with the WCPSS Vision 2020 Strategic Plan. Strategies for classroom setup, considerations for your classroom and content, best tech practices, and developing student examples will be shared.

## Embracing and Engaging the English Learners in Your Classroom

*Led by Steven West, WCPSS ESL Coordinating Teacher*

Did you know that there are over 220 language represented in the WCPSS? Did you know that in 2017-2018, there were over 13,000 identified English learners in WCPSS? Based on these statistics, there's a strong probability that you will have at least one English learner in your classes. In order to engage our English learners, we must first embrace the unique perspectives they bring to our classrooms. This interactive session will provide participants the opportunity to experience and explore a variety of strategies/techniques to not only embrace, but also engage English learners.

## Equity and Excellence through the Global Magnet Program

*Led by David Brooks and Lee Quinn, BHS Magnet Coordinators*

Explore how magnet programs within WCPSS and across the USA are utilized to ensure diversity, promote equity, and foster excellence. In consideration of these goals, how and why did Broughton become a magnet school, and what opportunities does this status offer to Broughton students and teachers? By the end of this session, participants will brainstorm ways to further promote equity and excellence through the incorporation of the Broughton magnet theme within their classrooms or across the school.

## Fight Teacher Stress with Yoga!

*Led by Julie Gilbert, Yoga Instructor*

This restorative yoga class focuses on stretch and restore. It will incorporate breathing techniques and mindfulness to practice in and out of the classroom. This class will be accessible to all body types, ages and levels; no one should feel left out! All props will be provided and a healthy snack will end the class!

## Interpreting an IEP and Helping Student with Goals

*Led by Laura Boyce & Anne Bozek, BHS Special Education Department Chairs*

What do you do when you get an IEP summary? This session will help you understand how to read an IEP and how to help students reach their IEP goals in your classrooms.

### **LGBTQ 101 Training**

*Led by Dr. April Callis of the UNC Chapel Hill LGBTQ Center*

The purpose of the LGBTQ 101 Training is to create a network of allies for individuals who may be marginalized on the basis of their sexual orientation, gender identity, or gender expression. The training will: 1) raise awareness of issues faced by LGBTQ individuals, with specific emphasis on LGBTQ high school students; 2) introduce participants to LGBTQ terminology; 3) present strategies for being an ally to LGBTQ persons; and 4) present resources relevant to LGBTQ individuals.

### **National Board Certified Teacher Writing Group**

*Led by Carolann Wade, WCPSS NBCT Contact*

In this session, National Board candidates dig deeper into the requirements of becoming board-certified. Tips on organization are shared and materials for organizing are created.

### **Professional Learning Teams: Part 1**

*Led by Dr. Damion Lewis, WCPSS Teacher Trainer*

Explore ways to move from a culture of isolation to a culture of collaboration. In this session, we examine ways to foster and support interdependence, shared goals, and mutual accountability.

### **Professional Learning Teams: Part 2**

*Led by Dr. Damion Lewis, WCPSS Teacher Trainer*

In this session, learn how to improve standards based instruction, to collaborate on common assessments and to make data-driven decisions for instructional planning in your professional learning team.

### **Student Learning Goals and the Metacognitive Conversation:**

#### **Making Thinking Visible**

*Led by Kristy Meyrick, Literacy Specialist*

In this session, teachers will learn how to introduce students to metacognition with non-reading activities. These activities will allow students to illustrate their ability to think about their thinking and transfer that thinking to rigorous disciplinary reading.

### **Teaching Vocabulary & Writing Instruction in the Non-English Classroom**

*Led by Carol Allen, Former BHS English Teacher*

Are you interested in learning more about effective literacy strategies in your non-English classroom? In this session, participants will learn about fun vocabulary and writing instruction to better help students access course content. Teachers will leave this session with vocabulary and writing strategies they can implement right away!

### **Using Cognitive Strategies to Increase Comprehension Goals**

*Led by Kristy Meyrick, Literacy Specialist*

This session will focus on how to foster effective reading and comprehension skills for all students using intentional cognitive strategies.

**MARCH 8, 2019**

### **Creating a Culturally Sustaining School and Classrooms - All Staff (0.3 CEU)**

*Led by the WCPSS Office of Equity Affairs*

What are the implications of our understanding around culture, race and identity for our school and classrooms? This session will connect the role that culture, race and identity play in our school and classroom environments. Participants will examine strategies for creating school/classroom community and designing learning experiences which honor all students.

**Staff Continuous Improvement Committee**

*David Brooks, Angela Cronin, Allisen Fischer, Leah Greene, Beth Gulewich, Cory Jenkins, Stephanie Profio-Miller, Catharine Robbins*

**WHY?**

To create and implement practicable, individualized resources that empower growth for all faculty in order to improve learning for all students.

**WHAT?**

Improvement: Faculty members feel comfortable accessing information/resources to engage students of cultures represented within the school and create a learning environment that physically and emotionally increases student engagement. Faculty members have consistent and reliable technology that enable faculty empowerment to seek technical growth and are provided appropriate resources to accomplish professional responsibilities within work hours.

**Growth:** Faculty members are aware of technological resources available to them and how to access them, will have new ideas for engaging students and for differentiating instruction, can confidently prioritize their tasks, and are aware of their students’ diverse needs and issues.

**Empower:** Faculty members are confident, motivated, have choice, and utilize a toolkit of resources (including BHS teachers).

**Resources:** Faculty members have access to technology during the school day, access to mentors in specific areas of interest/expertise, access to a “teacher toolbox,” and gain a better understanding of cultural norms.



**ACTION STEPS**

**COMPLETION DATE**

- |   |                          |
|---|--------------------------|
| 1. The Broughton staff continuous improvement opportunities will focus on the following primary topics: classroom management, global engagement, life balance, instructional & assessment strategies (i.e. PBL, literacy strategies, backward design), school culture, and/or technology.                                   | June 2023                |
| 2. The Leadership Team will organize PD opportunities throughout the year that correlate with the established PD topics (listed in Action Step 1) and with various levels of implementation (Independent, PLT, Department, Faculty).  | Each August<br>2018-2022 |
| 3. Teachers will create a professional development plan (PDP) at the beginning of each year; the PDP will include at least two goals. One of these goals will be school-wide, and the other will be an individual goal that focuses on at least one of the primary professional development topics listed in Action Step 1. | 2018-2023                |
| 4. The Leadership Team will ensure PD opportunities are interactive, individualized, technology-driven, applicable within and across disciplines, and/or product-driven.  | 2018-2023                |
| 5. Teachers will share their practices from PD for the purpose of following up on implementation and continual growth. Follow-up/Feedback/Recognition can be an item on department meeting/PLT agendas, in post-sessions of PD opportunities, in cross-curricular groups, or on an individual basis.                        | 2018-2023                |
| 6. The Leadership Team will organize a catalog of teacher talent and a toolkit of vetted instructional tools (online applications, Google apps, etc) that are accessible online. Information will be collated through teacher surveys, a central folder for presentation materials, and model lesson plans.                 | August 2022              |
| 7. We will have specific offerings for 4 early release days- potentially 9/28, 10/19, 2/15, and 3/8. Early releases on 11/20 and 12/21 could be reserved for reflection, feedback, and follow-up on the goals within the PDPs. In subsequent years, dates will be determined based on WCPSS calendar.                       | June 2019                |
| 8. The Leadership Team will seek funding to send staff to state, national, and international conferences with the expectation of sharing with their colleagues upon returning to Broughton. Staff within their first five years of teaching will be prioritized for this opportunity.                                       | 2018-2023                |

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