

Anchorage Public School: 2026-2027 Professional Development Plan

| School-Wide Focus: All Teachers (24 Total Hours & Job-Embedded Learning) | | | | | |
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| | Vibrant Learning & Innovation | Teaching Advanced Learners | Curriculum, Instruction, and Assessment in Action | Positive Learning Environments | Individual Professional Learning |
| Focus | Continued Exploration and Implementation (includes effective and appropriate use of Artificial Intelligence in the Classroom) | Differentiation and Advanced Coursework for the Anchorage Student | CIA Work in APS Professional Learning Communities (also includes self-selected workshops for individual team needs and/or specialists.) | Strategies to support emotional regulation, executive functioning, and pro-social skills. (also includes K-2 Conscious Discipline) | Self-Selected, Included in Professional Growth Plan, and Approved by Principal |
| Delivery | Workshop/Training & Early Release | Workshop/Training & Early Release | Grade Level & Content Area Teams: Summer & Early-Release | PBIS Team, Grade Level Teams, Summer & Early Release | Self-Selected Workshop or Training; in-person, online |
| Notes | 3 hrs. Required District PD & <i>Job-Embedded</i> | 3 hrs. Required District PD & <i>Job-Embedded</i> | 9 hrs. Required School-Based PD & <i>Job-Embedded</i> | 3 hrs. Required K-2 Conference, School-Based PD & <i>Job-Embedded</i> | 6 hrs. PD On-Site Training, School-Based PD & <i>Job-Embedded</i> |
| Strategic Planning & CSIP/CDIP Goals & Indicators | CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2 | CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2 | CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2 | CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2 | CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2 |

Kentucky Framework for Teaching: Domain 4 — Component E

| <p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession | <p>As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | <ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibility. | <ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. | <ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. | <ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. |
| <p>Critical Attributes</p> <ul style="list-style-type: none"> The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences. | <ul style="list-style-type: none"> The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations. | <ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession. | <p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. | |

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| <p>Possible Examples</p> <ul style="list-style-type: none"> The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time. | <ul style="list-style-type: none"> The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received. The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply to his situation. The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn’t feel it worth much of her time. | <ul style="list-style-type: none"> The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students’ conceptual understanding. | <ul style="list-style-type: none"> The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. |
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