

Requirement #9:--Job-Embedded Professional Development

Atlantic Research will assess existing needs at a site and ultimately plan for the training and professional development of faculty on the basis of that assessment. *Atlantic Research* believes that every teacher, regardless of his or her experience, competency, or the quality of the school, needs ongoing training and professional development. Each school in which *Atlantic Research* provides services will mutually develop with *Atlantic Research* a detailed schedule and required time for professional development.

Atlantic Research will work with school leadership to include regular and dedicated mandatory professional development, outside of the regular school day, for teachers and staff. This schedule will be included in the master calendar. *Atlantic Research* will work with building leadership to provide common prep times for grade level teachers or content area teachers. Common prep times are research-established to serve as an effective vehicle for teachers to collaborate on all issues related to their teaching. *Atlantic Research* will ensure that the school bell schedule and teaching schedule is structured in a manner that allows for common prep times throughout the buildings.

The professional development provided to teachers and staff will be dictated by the needs of the teachers. In some cases, these may be requests directly from teachers for assistance; however, it is more likely that *Atlantic Research* team members will observe (i) areas needing improvement in the classroom or (ii) inadequate teaching techniques being implemented in the classroom. *Atlantic Research* will respond by integrating appropriate training into professional development sessions. All *Atlantic Research* professional development will use practical teaching methods that can be put into place in the classroom and everything discussed will be data driven. Teachers will learn to interpret, and rely on data in their classrooms and in planning lessons for students. *Atlantic Research* team members will also evaluate whether the professional development training is having a positive impact on the classrooms through observations, coaching, and interaction with teachers on a daily basis. These supports additionally allow for further professional development instruction where needed.

Evidence of Effectiveness:

An excerpt from one of our high school's Q1 Report to the LEA:

During the 1st quarter, Atlantic Research Partners continued their work with teachers in the English, Math, Science and Social Science departments. Content area instructional coaches work in classrooms daily to observe and offer instructional feedback to teachers. Based on the observations in the classrooms and the interactions with teachers, ARP along with the school administration, determines professional development programs for individual teachers based on their specific area of growth. Atlantic develops an intervention and support plan for each teacher for whom they provide coaching support. These individually determined supports vary from teacher to teacher; however, all supports are designed to improve instructional quality and student engagement, while integrating the district's instructional framework and the gradual release of responsibility.