PCG EDUCATION'S SCHOOL-BASED PROFESSIONAL LEARNING PROGRAMS

PLANNING   →   **PROFESSIONAL DEVELOPMENT**   →   **OPTIMIZATION**

Are you struggling to find **transformative, ground-breaking, measurable** and **impactful** programs for your school that result in real change in teaching?

THE CHALLENGE

In an era of increasing pressure and competing priorities, it is often a struggle to scale professional learning in schools so that teachers have a common language and understanding of core practices that impact student achievement. Principals need the tools to strategically support teachers in identifying, analyzing, and planning for instruction and intervention around core problems of practice.

The number one reason for teachers' decisions about whether to stay in a school is the quality of administrative support — and it is the leader who must develop this organization"

- (Darling-Hammond, 2007, p. 17).

PCG'S SOLUTION

PCG's Professional Learning Programs provide the transformation and capacity-building at scale necessary to sustain meaningful change across a school or district. Our programs provide research-based, rigorous content, instructional coaching, and targeted support for principals.

From **planning** to **professional development** to **optimization** - we collaborate with you throughout the program to support educators as they learn new strategies and concepts and apply their learning in the classroom.

PHASE 1 - PLANNING

We begin the program by collaborating with you to:

- align the professional learning program with district priorities
- identify school-based goals for professional learning
- select appropriate course(s)
- determine dates for kick-off and mid-program webinars

- set expectations for participation and engagement
- determine pacing calendar, milestones and deadlines
- define incentives for success
- determine a schedule for progress and grade reporting

PHASE 2 - PROFESSIONAL DEVELOPMENT

The professional learning program rolls out over a 12 to 14-week period. At the core of the program are PCG's online courses, developed by industry leading experts and authors.

Professional Learning Program			
12 WEEKS	Blended Learning and Personalized Coaching		
	Workshops	Collaborative Planning	Coaching
Ongoing	Personalized Learning Plans and Learning Resources		
	Collaboration Platform		

Instruction, Coaching & Practice

PCG's courses support sustained engagement schoolwide through three methods:

INSTRUCTION (40%) 20 HOURS	COACHING (20%) 10 HOURS	PRACTICE (40%) 20 HOURS
• Video Instruction • Video modeling • Classroom demonstrations • Professional Readings	• Video Coaching • Discussion & collaboration with peers • Feedback facilitated by online coaches • Facilitator's Guide	• Interactive activities • Application scenarios • Mid-course project • Final capstone project • Application Toolkit

Virtual Coaching

As learners begin their coursework, they receive an introduction letter from **a virtual coach** that outlines the expectations of the course and provides information on **graduate credit upgrade.**


WELCOME

Hello Cassandra,

Welcome to your online course! My name is Joanna Smith and I will be your online coach throughout the semester. I am eager to work with you as we explore the course content and the impact it has on your classroom environment. I look forward to learning more about the connections you are making between your own professional practice and the strategies and programs shared throughout the course.

The course includes modeling of effective practice through video presentations that share high-impact strategies, expert and educator video interviews, educator

Bi-weekly Status Reports

Learner progress and recommendations for increased engagement are provided to school leaders to support the success of the program.

BI-WEEKLY OVERVIEW

Number of participants	120
% who have started coursework	100%
Average % Coursework Complete	44%

Due Date	Key Reflections	This Week
10/1/18	Percent Submitted Key Reflection 1	63%
	Average Score: Key Reflection 1*	3
10/8/18	Percent Submitted Key Reflection 2	50%
	Average Score: Key Reflection 2*	4
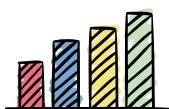
PHASE 3 - OPTIMIZATION

Through a cycle of continuous reflection and improvement, we partner with school leaders to conduct a program analysis and optimize continued learning from feedback received.

Student Academic Growth in On-Model Schools
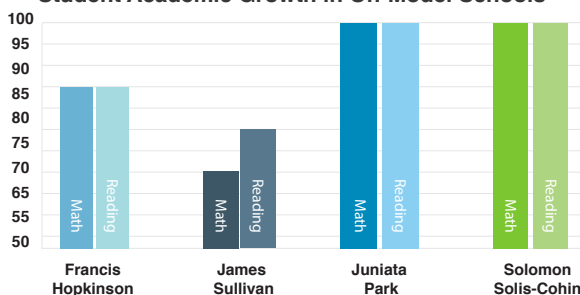
PCG's KDS courses adhere to a rigorous instructional design model that shows that effective PD needs to be focused, sustained, collaborative, supported by coaching, and include opportunities for feedback and reflection (Gulamhussein, 2013).

Key Guiding Principles

- ✓ Extended Duration
- ✓ Continuous Feedback
- ✓ Active Engagement
- ✓ Modeling
- ✓ Discipline Specific
- ✓ Collaboration

> It takes 20 separate instances of practice on average for a teacher to master a new skill (Joyce & Showers, 2002).

> *Teachers rave about the training even given the intensity and workload. They are employing strategies and insights from the training into their repertoire and remark of noticeable improvement in student retention of content.*
>
> *– Janice Gauthier, Director of Curriculum and Development, Everett Public Schools, MA*

> *It really hit the needs in regards to what we needed to accomplish at the district and the school levels.*
>
> *- Sammy Orr, Director of Personnel, Gallup-McKinley Schools, NM*

PROGRAM CONCENTRATION AREAS

PCG has the experience, flexibility, and insight to work with principals as a strategic partner to define and develop a professional learning program that will address school priorities and support teachers, coaches, principals, and other staff to develop their skills and practice. Programs are designed to achieve schoolwide, sustained instructional improvements in each of following critical areas:

- Equity, Cultural & Linguistic Competency
- Social Emotional Learning
- Differentiation
- New Teacher Support

- College & Career Readiness
- Data Driven Decision Making
- School Improvement

USC EQUITY EDUCATOR CERTIFICATE PROGRAM

USCRossier USC Rossier School of Education and PCG Education have develop a comprehensive, competency-based certificate program for K-12 educators. The program provides access to top-ranked faculty through high-quality online courses designed to support schools in implementing change at scale with fidelity. The program helps schools and districts develop teachers and school leaders who have the knowledge, skills, and dispositions to create equitable achievement opportunities for all students.

Each high-quality course was developed in collaboration with leading USC Rossier professors, all of whom work extensively with teachers and leaders in large, diverse districts. Educators who complete all four courses will be certified by USC as having demonstrated competency in:

- Cultural competency and responsiveness to students' needs
- Building the academic literacy of English language learners
- Cultivating academic language development
- Differentiating instruction for all learners

https://www.educatored.com/courses/equity_educators.html

SCHOOL-BASED PROFESSIONAL LEARNING PROGRAMS

ITEM	COST
Course Seat **(with online coaching)**	**$579*** **(per user)**
Implementation & **Program Support**	**$5,000**** **(per school)**

USC EQUITY EDUCATOR CERTIFICATE PROGRAM

ITEM	COST
USC Rossier Equity **Educator Certificate Program**	**$2,666** **(per user)**
Implementation **& Program Support**	**$20,000** **(per school)**

*Each additional course seat is $529
**Additional $5,000 per school/per course for Implementation & Program Support

To learn more go to: www.educatored.com
Contact us at OnlinePL@pcgus.com

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