

Professional Development Plan for *Get Focused...Stay Focused!*™ Schools Chosen for the Phase 2 Evaluation

One of the benefits of being part of the *Get Focused...Stay Focused!*™ (GFSF) evaluation is the high-quality, consistent professional development and technical assistance provided to the evaluated schools. This document outlines the commitment made to these schools by the GFSF team and the commitment required by schools in order to be an evaluation site.

PLANNING AND IMPLEMENTATION PROFESSIONAL DEVELOPMENT – YEAR ONE *Getting Started with the GFSF Program and the Freshman Course*

Overview of Start-up Professional Development Commitment (2016)

1. **January 7 and 8, 2016:** Principal, Lead Teacher, and School Site Executive (SSE) attend GFSF conference in Santa Barbara
2. **February 1 to March 15:** GFSF Program and Curriculum Specialist works with Lead Teacher on each of the 10 campuses that are part of the GFSF evaluation to conduct “buy-in” meetings
3. **Late March:** School leaders attend 2 different orientation webinars
4. **March/April:** Freshman course instructors complete the *Self-Study Quick Start* assignment (8 to 12 hours of individualized work) under the direction of the GFSF Program and Curriculum Specialist for the region
5. **April/May:** Freshman course instructors, under the direction of the regional GFSF Curriculum and Program Specialist, attend advanced implementation workshops
6. **July:** A school-site team (noted below) for each school attends the Focus on Freshmen (FOF) conference for in-depth, advanced professional development
7. **August/September:** School-wide meeting for all personnel in order for school team to present an overview of their *Get Focused...Stay Focused!*™ program plans

Building the Capacity of the Freshman Course Instructors

The regional GFSF Program and Curriculum Specialists (GFSF PCS) will be hired to provide the professional development and technical assistance for the 10 schools that have been chosen to implement the GFSF program beginning in Fall 2016. That professional development effort should be completed in Spring 2018.

With all the resources provided in through the workshops, webinars, and conferences outlined here, along with the *Get Focused...Stay Focused!*™ *Program and Instructional Manual*, participants will be equipped to go back to their schools with the tools to launch a GFSF program that promotes student success/high school and college completion for ALL students.

PROFESSIONAL DEVELOPMENT PLAN FOR SCHOOLS

NOTE: It will be the responsibility of the GFSF PCS to publicize the webinars, workshops, and meetings outlined here, and to arrange for the appropriate administrators and instructors to attend. This requires getting principals to make Lead Teacher and Freshman Course Instructor assignments ASAP.

The GFSF PCS will also need to orient all involved on the use of WebEx, and to make sure any set-up that is required has happened prior to the first meeting.

February 1 to March 15

The GFSF PCS makes **site visits** with their individual GFSF schools.

Suggested agenda for these on-site days:

The 1-hour buy-in presentation with the school committee assigned to the project. After this presentation the school reports out where they are in the process.

Following this presentation, the GFSF PCS meets with the principal and go over the *Administrator's Checklist (GFSF Manual, page 3/34)* and review the *10-Step Plan for Implementing a Get Focused...Stay Focused!™ Initiative (GFSF Manual, page 3/2)*.

At this point, if they haven't already done so, the principal should choose a Lead Teacher. Review the Lead Teacher Job Description with the principal (*GFSF Manual, pages 3/39 to 3/40*).

March 15 to April 1

Webinar for Principals and Lead Teachers (GFSF founder, Dr. Diane Hollems)

Late March, after GFSF PCS has met with the schools and principals and provided the following list of the documents to study in their GFSF manuals:

A 1-hour webinar for principals and Lead Teachers of the schools implementing GFSF:

- To review the *10-Step Plan for Implementing a Get Focused...Stay Focused!™ Initiative (GFSF Manual, page 3/2)*
- Review the *Administrator's Checklist (GFSF Manual, page 3/34)*
- To review this professional development plan in detail
- Answer questions

Webinar for Lead Teachers and Instructors (author, Mindy Bingham)

A 90-minute webinar for the Lead Teachers and instructors chosen to implement the Freshman Course beginning Fall 2016

- To review the *Quick Start Checklist for Success for Instructors (GFSF Manual, pages 3/35 to 3/37)*
- Review the assignment to complete the *Self-Study Quick Start Guide (GFSF Manual, pages 3/42 to 3/44, and including any assessment)*, prior to the implementation workshop scheduled in their area

April and May – Follow-Up Implementation Meetings

Each GFSF Program and Curriculum Specialist (GFSF PCS) will deliver the following:

Freshman course instructors (after completing the *Self-Study Quick Start Guide* assignment outlined above) will meet with the GFSF PCS in a 2-day implementation workshop to finalize their lesson plans and course strategies so they are ready to launch an effective course that is implemented with fidelity from the first day of class. This will include time for planning and for role-modeling delivery of the course content. Also participants should have time to explore My10yearPlan.com®.

This should include at least five planning sessions on each campus (or in joint meetings for schools within driving distance of each other). Or the meeting agendas

could be combined into 2 full-day workshops: workshop 1 = meetings 1 and 2; workshop 2 = meetings 3 and 4.

Proposed plan:

After having completed the *Quick Start Study Guide* assignment (see March 15 to April 1), Freshmen Course instructors will meet in April and May with the area's GFSF PCS for the following sessions:

- **Meeting 1:** Review the *Quick Start Checklist for Success for Instructors* (GFSF Manual, pages 3/35 to 3/37). Begin strategizing and planning for implementation of the course.
- **Meeting 2:** Begin lesson planning. By the end of this session, a first draft of the instructional team's hour-by-hour lesson plan for each school will be done. (This can be started from an existing template to make the job easier.)
- **Meeting 3:** In computer lab, a hands-on introduction to My10yearPlan.com® that includes how to get started and setting up your students.
- **Meeting 4:** Role modeling and practicing the delivery of a comprehensive guidance course using the Socratic method of instruction.

July 2016 – Focus on Freshmen (FOF) Conference in Los Angeles

For an in-depth understanding of a number of important, advanced topics, the most time- and cost-efficient means is having a team attend the different institutes noted below at the FOF conference. When combined with the other opportunities noted in the document, you'll have a school ready to launch a GFSF program that will get the results desired.

Each school team will include:

- Principal – attends the Start-up Strategies Institute with Rudy Ramirez
- Head Guidance Counselor – attends GFSF Institute with Diane Hollems
- Lead Teacher – attends the *Career Choices* Lead Teacher Institute

In addition, if funding is available from the district or region, we suggest the following team members also attend:

- English Department Chair – attends the GFSF Implementation Institute with Erin Hansen
- School Site Executive (if this is not one of the course instructors) – attends the My10yearPlan.com® Institute

August 2016

- **Meeting 5:** Just prior to the 2016-2017 start, a check-in meeting at which each school's team reports on their plans for the launch of their freshman course. Communication strategies for the coming year, such as monthly webinars, intranet options, etc., are finalized.

PLANNING AND IMPLEMENTATION PROFESSIONAL DEVELOPMENT – YEAR TWO
*Implementing the School-wide Initiative with the Follow-up Modules and
Counseling/Academic Coaching Strategies*

Overview of Follow-up Module and School-wide Initiative Professional Development Commitment (2017)

1. **January:** Principal, Lead Teacher, and English Department Chair attend GFSF conference in Santa Barbara
2. **February 1 to March 15:** GFSF Program and Curriculum Specialist works with Lead Teacher and English Department Chair to finalize strategies for rollout of follow-up modules starting Fall 2017
3. **Late March:** Follow-up module instructors attend 2 different orientation webinars
4. **March/April:** Follow-up module instructors complete a *Self-Study Quick Start* assignment (8 to 12 hours of individualized work) under the direction of the GFSF Program and Curriculum Specialist for the region
5. **April/May:** Follow-up module instructors, under the direction of the regional GFSF Program and Curriculum Specialist, attend an advanced implementation workshop
6. **July:** A school-site team (noted below) for each school attends the Focus on Freshmen (FOF) conference for in-depth, advanced professional development
7. **August/September:** 1-day school-wide meeting for all personnel, with breakout sessions in the computer lab to introduce the online 10-year Plan and how to use it for advisory and academic coaching functions

Between January 2017 and December 2018

1. GFSF Program and Curriculum Specialist will be available for phone consultations, hosting webinars, and site visits.
2. Monthly webinar meetings will continue for all freshmen course instructors for the purpose of capacity building and to touch base and share experiences.
3. Quarterly webinar meetings of Lead Teachers from all evaluation sites to share experiences and brainstorm next steps.
4. Principal retreat: During the summer of 2017 and the summer of 2018, a 1-day meeting in Santa Barbara at UCSB for all principals to discuss research findings (both quantitative and qualitative) and to brainstorm program enhancement strategies. (Superintendents will be invited but their attendance is not mandatory.)

Cost Sharing

The lion's share of the costs of the professional development outlined above, including the technical assistance services of the GFSF PCS, the cost of trainers, and the registration fees for any workshops or conference, are carried by the grant supporting this evaluation.

Substitutes for personnel involved in the required professional development, along with transportation, hotels, per diems for required travel costs by school site personnel, will be borne by the school district.