SOUTHERN CALIFORNIA
PROFESSIONAL DEVELOPMENT FEDERATION

2018-19 SCPDF PRIORITIES

Culture:

1. Address ways to build and measure a positive, inclusive and joyful school culture and climate for all stakeholders.
2. Address organizational health and social/emotional needs overall in order to build capacity and efficacy while ensuring equity. This would include focusing on high leverage programs to align with priorities and eliminating programs and initiatives that don't align with these goals.

Instructional Shifts:

1. Provide quality professional learning to assist school leaders as they work to identify strategies and best practices in order to promote quality instruction for all students.
2. Share best practices related to innovative, flexible and student-center learning environments across all disciplines.
3. Focus on intervention and student supports.
4. Focus on PreK and TK in order to be proactive in filling the gaps for students who are typically underserved.

Student-Centered Learning to Integrate Technology and Provide Students with Skills They Need:

1. Provide professional learning that focuses on integrated technology and best practices to support personalized learning and classroom environments that optimize student engagement in meaningful and rigorous tasks. This could include, but not be limited to, online, blended learning and flipped classrooms. Provide updates on the best digital tools to support this work and consider the evaluation process of technology usage.
2. Provide professional learning that supports digital literacy and skills to enhance all content areas and support student achievement.

College and Career Readiness to Ensure College Completion and/or Workforce Readiness:

1. Promote strategies that will help students become truly college and career ready. Address the disconnect between grades and achievement at the high school and college placement and help to eliminate the need for remediation. Focus on issues pertaining to access and equity.
2. Continue exploring implementation models for the standards in an effort to ensure students are college and career ready. Consider long-term implications of the change process in supporting staff over time.

3. Maintain a college and career readiness focus in all professional development including content specific articulation across systems linking California State Standards to college expectations with a focus on competency-based education.
4. Continue to support the K-16 STEM Initiative with CSUSM, UCSD, Palomar and MiraCosta.
5. Infuse a focus on more inquiry/problem-based/real world-based units of instruction including integrated units with quality performance tasks. Work with CTE leaders on career pathways including teaching as a career and industry partnerships to inform our practices.
6. Continue to provide professional learning that supports math, language arts and science content and pedagogy.
7. Continue to address the needs of all learners including special education students, English Learners, foster youth and first generation to go to college by focusing on equity and access, social/emotional needs and soft skills.
8. Develop elementary pathways to CCR.