



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Improve educator learning to improve student learning.

Enroll as a team in the Professional Development Leadership Academy Class of 2012.

The Professional Development Leadership Academy (PDLA) increases the capacity of teacher-administrator teams to align educator learning with student learning needs and to continually improve that process. It is a powerful school improvement intervention.

- Expand leadership
- Use data
- Improve instruction
- Improve student learning

Rooted in the National Staff Development Council Standards for Staff Development, PDLA is an extended professional learning experience for teams that supports back-home application immediately.

- Action-oriented
- Research-based
- Results-driven

Learn how to involve your whole school in inspiring all teachers to stay on top of their game so their students can reach the top of theirs.

- Share 3 years of learning (Fall 2009 through June 2012) with other Arizona teams
- Experience face-to-face team-based learning with a coach during 12 days each year-- 4 bonus days for team leaders

- Conduct stakeholder engagements and team work sessions between each training session
- Complete step-by-step planning, implementation, and evaluation processes between each training session
- Receive in-depth feedback on your work products

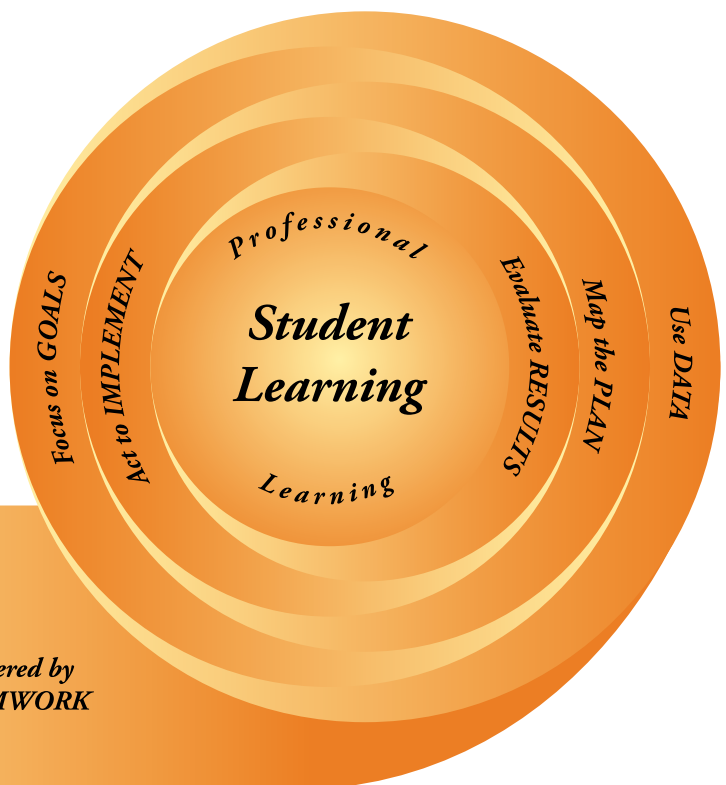
For more details, go to www.ade.state.az.us/pdla/

Application deadline:
July 31, 2009
for Cohorts A, B and C
and November 20, 2009 for
Cohort D
(see schedule on reverse side)

Download detailed information and an application from www.azed.gov/pdla/



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TEAMWORK



Professional development processes have changed greatly in the Dysart Unified School District as a result of team participation in PDLA. For the first time, Dysart has a professional development evaluation plan with professional development goals and benchmarks that monitor changes in teacher behavior over time. This is based directly on the work we did with creating Innovation Configuration maps as a tool for communicating expectations and monitoring implementation of best practices in the classroom. We have seen positive growth with teachers and positive results in student achievement. In addition, the tools we learned about in PDLA have changed the way we go about our work. They have helped us develop and implement a long-term professional development plan focused on student achievement results.

Dr. Lori Renfro, Staff Development Coordinator
Dysart Unified School District

We have been fully implementing our PD plan, making ongoing changes and utilizing all of the resources and knowledge that we have learned. This has by far been the best training that I have received that has been applicable, relevant and useful to everyday learning at our schools. We have seen remarkable growth in our reading scores. The PDLA is what has helped us to truly “consolidate” our plans and become focused in all areas based on student achievement.

Heather Henderson, Principal
Success Charter School

The Professional Development Leadership Academy was the impetus for an exponential increase in our efforts with professional development in Prescott Unified School District. Without PDLA, we would still be talking about professional development rather than seeing professional development happening here in PUSD.

Kevin J. Kapp, Superintendent
Prescott Unified School District

Our PDLA training helped us effectively establish a climate of accountability at our school that is grounded in data-based planning, not “wishes and hopes.” We routinely use the NSDC survey* to assess our professional development. The data inform our use of Title II funds and Title I PD set-asides, and have helped us develop a “learning community” at the Academy that supports every teacher. And, we’re getting steadily improving results with our students, of whom 85% qualify for Federal lunch assistance and with more than half of our primary students speaking no English when they enter our school.

Sue Douglas, Administrator
Mesa Arts Academy Charter School

*available from the ADE at no cost to schools

2009-10 Schedules of Year One Cohorts

Each cohort requires between 45 and 60 participants from at least eight teams and teams must each consist of at least four members.

Cohort A – Phoenix area

October 2-3, 2009
November 20-21, 2009
February 5-6, 2010
March 26-27, 2010
June 14-17, 2010 - Phoenix

Cohort B – Yuma Area

September 25-26, 2009
November 13-14, 2009
January 22-23, 2010
April 9-10, 2010
June 14-17, 2010 - Phoenix

Cohort C - TBD

October 9-10, 2009
December 11-12, 2009
February 19-20, 2010
April 30 – May 1, 2010
June 14-17, 2010 - Phoenix

Cohort D - TBD

January 29-30, 2010
February 26-27, 2010
April 9-10, 2010
May 7-8, 2010
June 14-17, 2010 - Phoenix